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A comparative study of the schools for secondary instruction in Europe and America

1928

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A Comparative Study of the Schools
for Secondary Instruction
in
Europe and America

Submitted by
Charles Sheldon Williams B.S., LL.B., LL.M.

Being fulfillment in part of the requirements for
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Boston University
School of Education
1928

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Outline Structure of National School Systems

a. In the United States

Public education in the United States divides itself naturally into four groups--the elementary school, the high school, the college and the professional school. Although they were originated for different purposes today they are built one upon the other, the lower school preparing for the higher. The conventional American system consists of eight years of elementary school which all children must attend and which all children who enter secondary schools must first complete; a secondary or high school of four years which every pupil who enters the next higher stage--that of the college--must first complete; a four years college, entered only by those who have completed the eight years elementary and four years secondary schools, and which all who enter the graduate work of the university must first complete. An important modification of this is the so-called six-six division of the twelve grades of elementary and secondary education. Here the elementary school consists of six grades, upon the completion of which the pupil enters the secondary school which is of six grades but divided into two divisions of three grades each. The first division is the junior high school which every pupil must complete before entering the senior high school which in-

cludes the remaining three grades of secondary school work. The senior high school is generally of two types based upon differences in curricula; the comprehensive high school and the one type high school. By far the most common type is the comprehensive; the one type school existing only in the very large cities or in localities confined to but one line of economic activity.

In general the Canadian organization of public education closely approximates to that of the United States. Where differences occur they are not differences of structure.

b. In Scotland

Closely resembling the system of the United States and Canada is that of Scotland. It consists of a primary school of seven grades following a nursery school which may cover three years. Superimposed upon the primary school are two courses, one of which is the secondary course of five grades, the first three of which are known as intermediate grades; the other is a supplementary course which is designed to cover either two or three years and may properly be considered as but an extension of the elementary school.

c. In Denmark

Next in simplicity of structure to the American and Scottish school systems is the Danish. The state educational system of Denmark comprises primary, secondary and university education. The plan provides that all children shall

receive the same education during the first five years of their school life. At the completion of these five required primary grades which all must attend the child may make a choice of two schools, each having a different objective. He may continue in the primary school (Folkeskole) for three more years and receive a training of an elementary character; or he may enter the middle school (Mellemskole) for four years and receive education designed to prepare for entrance at the secondary schools. At the completion of the Mellem-skole his course again bifurcates. He may choose the one year course (Realklasse) which is practically a continuation of the middle school course with a purely utilitarian or vocational aim; or he may enter the secondary school--the Gymnasium--which covers three years and leads to the university or to the Institute of Technology.

The plan of the girls schools is the same as that of the boys with the exception that the middle school must have five years of work instead of four as in the boys schools, the theory being, that girls need a lighter program and more time than the boys.

d. In Switzerland

The system of schools which is next in simplicity to those already described but which reveals the complications--the interrelations, separations and parallelisms characteristic of European educational systems is that of Switzerland. Strictly speaking there is no uniform system of schools com-

mon to all Switzerland. Each canton has its own system. There are certain general characteristics common to all, however, which tend to impress a national stamp upon the Swiss systems. At the base of all the systems is a primary school of four grades, which is separate for boys and girls. At this point the plan branches into three distinct types of schools. First there is the primary school which may continue elementary instruction for five more years--thus constituting an elementary school of nine years. Second there are the lower schools or sekundar-schule which parallel the five higher grades of the primary school and often add one or more years to the course. They admit to the Commercial Schools or to the Cantonal Technical Schools. Third, there are the higher schools or Mittel und Berufsschulen (higher middle and technical schools) which consist of various types and offer a secondary education extending over eight and one half years. They qualify the student for admission to the universities or higher technical schools. The most common types of these strictly secondary schools are: the gymnasium, real-schule, college, teacher training schools, high schools for girls, lycees, and technical and commercial schools.

e. In Germany

Since the Reform of 1920 German secondary education is superimposed upon a common primary school of four years--

the Grundschule. Because a common base and starting point is thus provided the German system of education, as exemplified more particularly by that of Prussia, is, after those already sketched, the most understandable and easily described. Superimposed upon the Grundschule there are eleven types of schools which may be divided into three classes; elementary, middle and secondary. The Grundschule consists of the first four of the seven grades which constitute the primary school or Volksschule. Above the Volksschule there is now a new school--the Aufbauschule--which gives a training of six years, and offers the same rights as certain of the secondary schools. This progression of schools is designed for the masses. The second class of schools above the Grundschule is the Mittelschule--a school of six or nine years designed for the middle classes. The third class of schools above the Grundschule is the secondary. It may be divided into nine types of schools which may however be grouped under three headings: the nine-year boys' schools, the six-year boys' schools, and the girls' schools. The nine year boys' schools consist of the Gymnasium, the Realgymnasium, the Deutsche Oberschule, and the Reformgymnasium. Closely related to the first three above and practically identical with the first two thirds of their course are the six year schools which include the Progymnasium, the Realprogymnasium, and the Realschulen.

The Deutsche Oberschule is a new type of school in-

troduced since the war. The Reform gymnasium represents a variation on the nine year type. It offers a uniform course for its first three years and then specializes for the remaining in a purely gymnasial course, or a purely realgymnasial course. There are two types of this school differentiated according to its course: the Frankfort plan school and the Altona plan school.

For the girls above the Grundschule is a central school--the Lyzeum covering six years. Superimposed upon the Lyzeum is the Oberlyzeum which offers two courses: one, the Womans School or Frauenschule of two years; and two, the Teacher's Training School (Hoheres Lehrereuneuseminar)--a four years course. In addition for girls who plan to enter the university there are higher course schools or Studienanstalten which correspond to the courses for boys in the Gymnasium, Realgymnasium, Oberrealschule and Deutsche Oberschule, and are called by corresponding names. Girls taking the Gymnasial or Realgymnasial course are transferred from the Lyzeum after the third year, those taking the Oberrealschule or Deutsche Oberschule course are transferred after the fourth year.

f. In France

The French system of Education may be said to consist of three parallel systems of schools: a. schools for boys and girls of the common people, of which the basis is the

primary school (Ecole premaire), b. secondary schools for boys (lycee de garcons and college de garcons) and c. secondary schools for girls (lycees de jeunes filles, college de jeunes filles, and cours secondaire de jeunes filles). The primary school provides seven grades of elementary instruction which is intended to be an end in itself or which may be preparatory to the higher primary schools (Ecole primaire superieure), the practical schools of commerce and industry, (Ecoles pratiques), or the cours complementaire. The Higher Primary school is above the Primary school but not strictly a part of it. It provides from two to five years higher elementary training. The practical schools of commerce and industry are parallel with the Higher Primary schools but provide training of a vocational or commercial character. The Cours Complementaire is a course of from one to three years which is supplementary to the primary school. It is generally provided in small villages or in towns unable to support a Higher Primary school.

Parallel to the Primary school system are the Boys' secondary schools. These schools are complete in themselves, providing not only what in America is usually thought of as secondary education, but elementary education as well. The secondary instruction proper consists of seven grades superimposed upon two or three years of preparatory and two or three years of elementary training

usually given in departments of the secondary school, (division preparatoire and division elementaire). Thus secondary instruction covers seven grades but the secondary school may include eleven or more grades. Secondary schools for boys are of two types--the Lycee or state secondary school, and the College or Communal secondary school.

The girls secondary instruction comprises of a six years course, which is commonly proceeded by three years of elementary classes and one year of infant classes, all given in the same school. The girls secondary schools are of three types: the National Lycees, the Communal Colleges and the secondary courses, the last being but a temporary expediency paving the way for the latter establishment of a secondary school proper. The secondary schools prepare for admission to the higher technical schools and the universities.

Thus French education is imparted in three main types of schools, which are parallel in structure, and which, while articulated in theory seldom are in practice.

g. In England

It is hard to point to a definite system of schools in England. English education is provided in a conglomeration of numerous schools, some good and some bad. There are many types of elementary schools, as private,

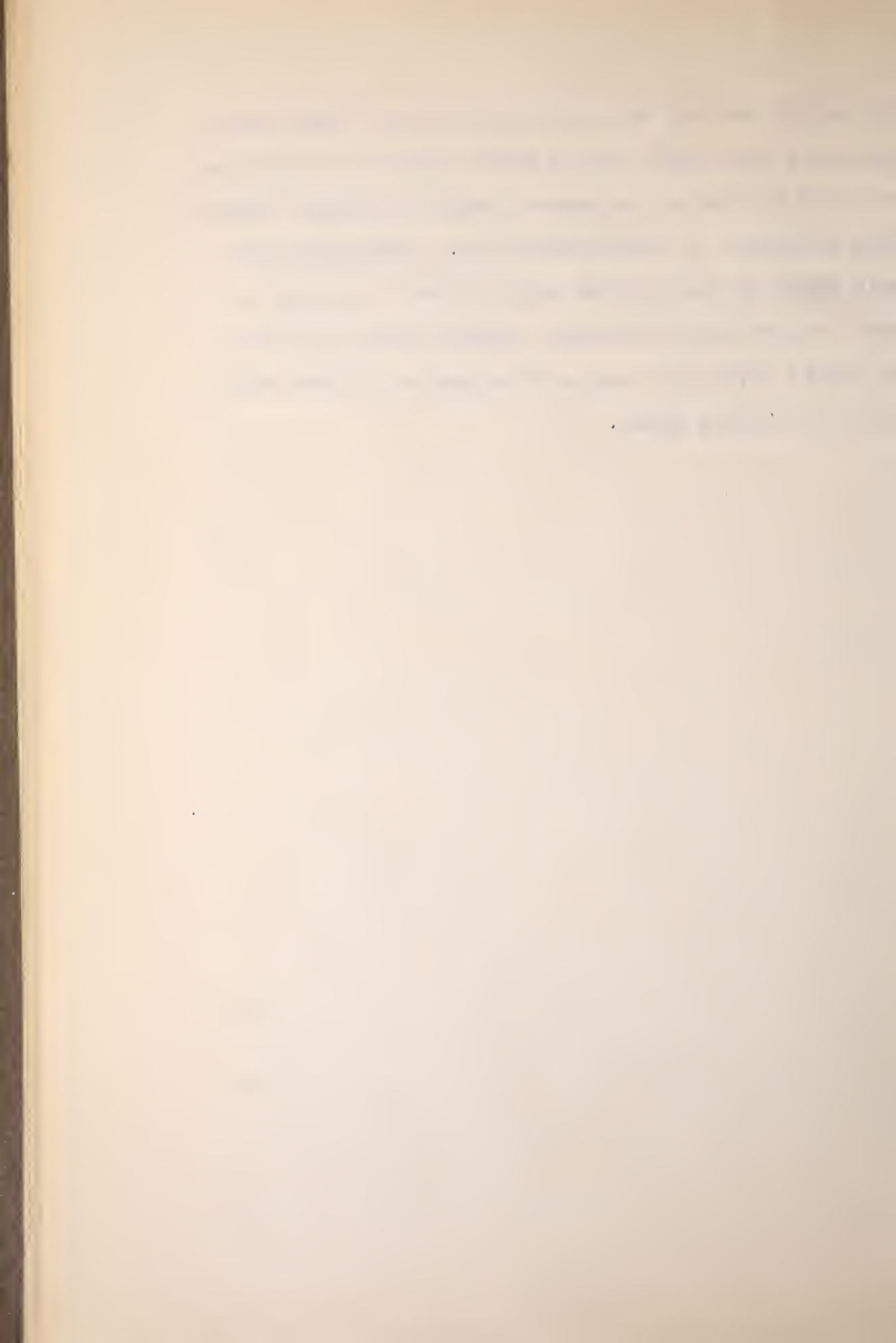
proprietary, endowed, etc. The recognized state aided school has come to be the standard especially since the 1918 Fisher Education Act. The ordinary public elementary school may be divided into two types: First, provided or council schools, and second non-provided or voluntary schools. Schools of the first type are both built and maintained by the local Education Committee; those of the second type are provided by some voluntary agency, usually a religious organization but are maintained by the local council. The voluntary schools are usually divided into five groups: (1) Church of England schools, (2) Wesleyan schools, (3) Roman Catholic schools, (4) Jewish schools, and (5) Undenominational Voluntary schools. The Elementary schools in turn may again be divided into four distinct types--according to the grouping of the sexes. They usually provide nine years compulsory training.

Parallel with the last two years of the elementary school, but superceding it by one year is the Higher Elementary School. It admits its pupils from the sixth or seventh year of the elementary school and gives them an advanced elementary education usually of a vocational character. Another such school is the Central School which provides four years of vocational training. It usually exists only in the larger cities. Separate schools are maintained for boys and girls in these intermediate schools.

It is difficult also to define a definite plan or

structure in the English Secondary Schools. Speaking generally, the English secondary schools proper possess in their structure many of the characteristics of the French secondary schools, or of the German secondary schools as they existed before the reform of 1924. They are parallel and overlap the elementary schools. These schools usually admit their pupils at twelve and carry them four years, but pupils may enter as young as eight or nine years of age, and from that up to twelve or thirteen, and remain in until they are from sixteen to nineteen. Elementary instruction is given in preparatory schools, the sole purpose of which is to provide for admission to the secondary schools. Besides Private Adventure Schools, four types of secondary schools may be distinguished, each type again exhibiting minor variations: First, The Great Public Schools, (2) The Grammar Schools, (3) The High School for girls, and (4) The Municipal or County Secondary Schools, usually co-educational. Speaking generally England has independent private secondary schools, private secondary schools which submit to inspection and receive state aid, and publicly supported secondary schools. Beyond this it is hardly possible to divide them into types or classes. They cover a wide field from the great Public Schools to the small ill-equipped Private Adventure Schools. The Royal Commission under Mr. James Bryce in 1902 attempted to classify them accord-

ing to school leaving age, classing as First Grade those schools that kept their pupils until eighteen or nineteen. These would be the most advanced form of secondary school, leading naturally to the universities. Secondary Grade schools would be those whose pupils leave at the age of sixteen or seventeen; while the schools that do not keep their pupils beyond the age of fourteen or fifteen would be put in the Third Grade.



The Organization of the Schools

a. In the United States

In America the organization of the school system is based upon twelve grades, numbered upwards. Each grade is supposed to occupy one year of the child's school life. School life usually begins at six and continues normally until the age of eighteen is reached. In the larger cities a kindergarten is sometimes provided which covers the years from four or five to six. According to the traditional conservative school organization when the age of fourteen is reached, or when the pupil has covered the first eight grades, he is transferred to the high school for four years. A modification of this is the six-six plan, whereby the pupil enters a junior high school for three years after the completion of the first six grades of school work, or normally at the age of twelve. After the completion of the three years in junior high school he enters the Senior High School where he completes the remaining three grades of school work. Another more recent modification upon this organization is the addition of two years to the twelve years, constituting what is known as the Junior College. It covers the first two years of college work and normally carries the student until the age of twenty is reached.

b. In Scotland

The internal organization of the schools of Scotland is very much the same as that of the schools of the United States. There are twelve grades of elementary and secondary schooling, numbered upwards as in the United States. Instead of having six or eight grades of elementary education, there are in Scotland seven grades. The Secondary Course of five years prepares for the university, but the first three years, known as the intermediate course may be of a vocational character. Besides this there are the supplementary classes which parallel the secondary school during the intermediate period.

c. In Denmark

The organization of the Danish School is based upon the first five grades of the elementary school. Education is commonly begun at six years of age and continued in the elementary school for five years or until the age of eleven is reached. This is one year earlier than the American boy enters the junior high school or the Scotch boy the intermediate school course. The Danish boy then has a choice of two schools. He may continue in the elementary school for three more years, or until the age of fourteen is reached. This course corresponds in many respects to the Supplementary Course given in the Scotch school, except that the boy until he reaches his fifteenth year. Both the Scotch and Danish Schools of this char-

acter are followed by Continuation Courses. If the Danish boy does not continue the elementary course he enters the middle school (or Mellemskole) which contains four divisions or grades. This carries him up to the age of fifteen, which is the age at which the American junior high school boy enters the senior high school. The Danish boy then chooses between the one year course of practical or vocational training--the Realklasse--or the three year gymnasium which carries him until the age of eighteen is reached and prepares him for the university. The three years of the Danish Gymnasium thus corresponds to the three years of the American Senior High School, and, like the latter, is divided into specialized courses.

d. In Switzerland

The schools of Switzerland are based upon the first four grades of the Primary School. The child after spending a period of from two to three years in a kindergarten enters the Primary School at approximately six years of age and continues there for four years or until the age of ten is reached. He may then continue his education in three types of schools. He may remain in the Primary School for five more years or until he is fifteen years of age. From this school he may transfer to another or higher school during the first two years only, or until the age of twelve is reached, the age at which in the United States, Scotland and England secondary education

usually begins. If he enters the lower school (Sekundarschule) at the age of ten years he may continue his education along lines more advanced than primary school instruction for six grades or until he is sixteen years of age. He is given a training here which corresponds to that of the Higher Primary Schools of France, the Central Schools of England or the Realklasse of Denmark. It is to be noted that in all the above mentioned schools the leaving age is also sixteen. The third type of school which the Swiss boy may enter at ten years of age is the Higher Middle and Technical Schools (Mittel und Berufsschulen). These schools extend for eight and one half years beyond the four years of primary school, or until the age of eighteen and one half or nineteen is reached. These schools are of many types and there is little uniformity in their internal organization. They tend to approximate the schools of France or Germany after which they are modelled. In general they offer four years of preparatory work above the four years of primary school work already mentioned, and then at approximately the fourteenth year of the pupil's age they offer from four to four and one half years of specialized work along the lines of three differentiated courses. It is to be noted that the age of fourteen is the same that the American boy enters the high school in systems where there is no junior high school. It is also the age at which the

French boy in the lycee or college enters upon the second cycle of his course and begins to specialize more particularly along one definite line.

The Swiss boy must make his choice of schools at the age of ten years as must also the German boy but the choice is largely determined by the social rank or wealth of the parents. The Scotch boy makes his decision at twelve years of age while in America the boy has three years, from twelve to fifteen, to decide. In America after the boy has completed the Junior High School the specialized courses of the Senior High School are open for him to follow. The system in Switzerland resembles somewhat the conventional high school system of America. If the Swiss boy is in a Middle School--i.e. a secondary school--at the age of fourteen he begins to specialize along the lines of a curriculum restricted to one subject, or the same age at which the American boy enters the conventional high school.

Normally the secondary school leaving age is eighteen in America, England, and Denmark. It is seventeen in France and Scotland, eighteen and one half in Switzerland, and nineteen in Germany.

e. In Germany

Like the Swiss system the German schools are now based upon four grades of a primary common school for all classes

which carries the child until his tenth year is reached. At that age the German boy must choose his school, as must also the Swiss boy, and thereby decide upon the career which he will follow throughout his life--a tremendous responsibility for a ten year old boy. Disregarding social or economic considerations, the German boy is faced at ten years of age by three types of schools. He may choose to remain in the Primary school, which is a continuation of the Grundschule for three years and is known as the Volksschule. Superimposed upon the Volksschule is a further course of six years which is known as the Aufbauschule. This carries the boy until his nineteenth year. Another choice may be made for the Middle schools, which provide a preparation for the higher technical trades, commerce and lower official positions. They are usually six years in length and carry the boy to the age of sixteen. The third choice may be made of the secondary schools which prepare for the university and the higher professional and administrative positions. They carry the boy nine years above the first four grades.

The German boy in the secondary school goes to school thirteen years not including the kindergarten, and is normally nineteen years of age when his secondary education is complete. In Prussia the grades are named in inverse order to that which is followed in the United States. The

form or grade which corresponds to the American fifth grade is called Sexta (sixth), the American sixth grade Quinta (fifth). The correspondents of the three grades of the American junior high school, in their order upwards, are: Quarta (fourth), Unter-Tertia (lower-third) and Ober-Tertia (upper-third). The corresponding grades of the senior high school are: Unter-Sekunda (lower second), Ober-Sekunda (upper second) and Unter-Prima (lower first). This carries the German boy until the age of eighteen is reached. At this age the American boy normally completes his secondary education, but the German boy still has one more year which is known as the Ober-Prima (upper first). In the six year schools the forms are called simply Sexta, Quinta, Quarta, Tertia, Sekunda, Prima, again of course counting from the age of ten upwards. Normally the German boy remains one year in each class, but it is not unusual for him to continue a second year in one form.

In the girls' Lyzeum the classes are called Sexta, Quinta, Quarta, Tertia, Sekunda, and Prima. These bring the girl up to the age of sixteen. The two years of the Frauenschule which begins at the sixteenth year of the girl's age are called Sekunda and Prima, again in inverse order. The other courses are similarly named according to the number of years covered. The Realgymnasial and the Gymnasial course of the Studienanstalten comprises six

grades and begins when the girl is thirteen. The Ober-realschule and the Deutsche Oberschule course begins at fourteen and comprises five grades.

f. In France

The Primary school of France is based upon l'ecole maternelle, which accepts children from two to six years of age, and the classes enfantines,--infant classes which are attached to many of the Primary schools and receive children from the age of four to seven years. In the Primary school proper the preparatory and elementary class--cours preparatoire et elementaire--extends to the age of nine years. This is followed by the middle course--cours moyen--which extends to the age of eleven years. Then follows the cours superieur which extends to the thirteenth year. These divisions correspond roughly with similar divisions of Scotch, American, and Danish elementary education. The Primary school is followed by the cours superieurs of one or more years, or by the Higher Primary school--ecole primaire superieure, which the French pupil generally enters at thirteen, and which generally covers three years. The Higher Primary School provides two years of general instruction and one or more years of specialized instruction. It carries the pupil normally until his sixteenth year is reached.

French secondary schools have a preparatory depart-

ment (division preparatoire) of two grades, covering from the sixth to the eighth years of the child's age, and an elementary department (division elementaire) of two grades extending from the eighth to tenth year of his age. Following this is the secondary instruction proper, which commences at the age of ten and extends to the age of seventeen, covering seven years. It is to be noted that the French make a distinction between a secondary school and secondary instruction. The seven years are divided into two cycles, one following the other. The first (premier cycle) consists of four grades, the second (seconde cycle) of three grades. The first cycle is divided into two divisions or sections based upon curricula. The second cycle, which begins when the boy is fourteen is divided into four divisions based upon curricula and offers some degree of specialization. These divisions of the three years however, the last year being divided into two sections based upon philosophy and mathematics. As in Germany the grades of the secondary school are named in inverse order. The second year of the second cycle is called the "premiere" grade and corresponds as far as school age is concerned to the tenth grade of the American school. Naming them backwards the "seconde" corresponds to the American ninth grade, the "troisieme" to the eighth, "quatrieme" to the seventh, "cinquieme" to the sixth and "sixieme" to the fifth. The "septieme" and "huitieme" covers

the elementary division and the "neuvieme" and "dixieme" the preparatory division.

The girls of the higher social and economic classes enter the secondary school proper (lycee, college, or cours secondaire) at the age of twelve. They enter the primary classes of their school at the age of nine, and the infant classes which proceed them at the age of eight. After the war the girls secondary schools were considerably reorganized. One year was added to their course so that now the girls remain in the secondary school proper for six years, or until the eighteenth year is reached, one year beyond the leaving age of the boys. Like the boys' secondary schools the secondary schools for girls are also divided into two cycles. By the decree of March 25, 1924, the courses in the girls school were made analogous to, but not identical with those of the boys schools for the first six years. At the end of that time the course bifurcates into a classical course, and a home economics course. It is to be noted that in spite of the addition of one year to the girls schools the French boy still enjoys at least one more year of schooling than does the French girl.

g. In England

The English Elementary school extends from the age of five to fourteen. The Infant Department which receives its

pupils at the age of three or later has either two or three classes; the remainder of the school is organized on the basis of seven standards with the addition in many cases of an extra standard known as the ex-seventh. Each standard represents a carefully defined limit of attainment on a scale fixed by the Education Department. They correspond roughly to our grades. The seventh standard is reached when the boy is fourteen, or when the American boy is in the eighth grade. The ex-seventh standard is provided in some schools for the boy who is willing to stay at school for a year or two beyond the time of actual compulsory attendance. The standards are divided into two departments, a junior and a senior. The junior department includes the first three standards, or until the child is ten years of age, while the remaining four standards constitute the senior department. These schools are characterized also in their organization by a variety of forms based upon the idea of co-education. Instead of having a uniform type as in the United States, there are in England three types of elementary school organization based upon the grouping of the sexes. In one type co-education exists in all standards; in another above the Infants department the sexes are separated, and in the third, the separation of sexes occurs only in the grammar grade (senior department).

The Higher Elementary School dips down into the Elementary Schools and take the pupils at twelve or earlier and carry thru to the age of fifteen. The Central schools

do the same carrying the pupil thru to the age of sixteen. In these schools usually the elementary school standards are continued as seven, eight and ninth standard.

The English Secondary schools may receive pupils as young as eight or nine years of age, or as late as thirteen and carry them until they are from sixteen to nineteen years of age. The secondary schools may parallel and overlap the pupils ages by as much as five years. The secondary school course generally runs to the age of eighteen, however, and pupils are received from special preparatory or private schools at the age of twelve. Thus the ordinary secondary school course covers six years. The absence of an organized system of education makes it difficult to speak of any definite organization within the schools which is common to them all. It may be said that generally the six years of secondary school work is divided into six forms, each form requiring one year. These are named in order from the first which begins at the pupils entrance or at twelve years of age or thereabouts. The top form in the school is the sixth. The intervening forms, between the sixth at the top down to the lowest or first form, are arranged according to the sixw of the school, and the number of forms required, being divided into upper and lower, or in two parallel divisions or in sides, etc. While theoretically it is true that there are six forms, the first is, however, usually

conspicuous by its absence and one or two of the others are frequently missing so that one runs across curious names for divisions and sub-divisions of the forms in addition to the commonly found "upper" and "lower", such as "remove" "remove and shell," "shell," and "twenty." Once in the school the boy is allowed to go thru as quickly as his abilities will permit. There are three terms per year with examinations at the end of each, so that it is theoretically possible for the boy to pass thru three classes or forms per year, even without the double promotion which he sometimes receives. Unlike Germany and Switzerland where a separate school is organized for each course, the schools of England attempt to handle all the courses in one school. The customary policy is to plan a general course which all pupils take up to fourteen years of age, after which they begin a certain amount of specialization which increases in degree as they pass up the school. As has already been noted the age of fourteen marks the starting point for a degree of specialization also in the schools of America, Switzerland Denmark and France.

At Eaton there is a peculiar arrangement of classes whereby the school is divided into "blocks." Block A includes the sixth and part of the fifth form; block B, fifth form, upper division; block C, fifth form, middle division; block D, fifth form, lower division; block E, "remove;"

block F, fourth and third forms.

Many of the schools are divided into two sides, in one of which the education is classical; in the other the training being in the modern languages. In nearly all of them there are special Army and Navy classes designed for those who are to enter a Military or Naval career.

Articulation of the Schools

a. In the United States

An outstanding characteristic of the American School system is that it forms one connected and continuous chain from the kindergarten to the university. Each school is based upon, and dependent upon the school which preceeds it. Entrance into each school can only be gained after the completion of the school immediately below it. This system stands in marked contrast to the more or less parallel systems of France, Germany and other European countries. The problem which long bothered educators as to the unnatural division between the elementary and secondary school is gradually being solved by the junior high school which is based upon the psychological and physiological development of the child. The one articulated system of American education is the embodiment of the American spirit. There are no divisions in it based upon social, economic or religious considerations. The elementary instruction in America gradually develops into the secondary but there are no false and arbitrary distinctions between the two. America early demonstrated that she had no place for the Latin Grammar School with its impractical European orthodoxy and conservatism, its specialized training in a useless subject, and its product--the unsympathetic and undemocratic pedant. The Academy also with its special-

ized training in a useless subject, and its product--the unsympathetic and undemocratic pedant. The Academy also with its devotion to the more well-to-do classes was inconsistent with her ideals. Growing out of these two types the Public High School laid the stress upon equal opportunity--a new principle in the field of education. It is not designed for a particular class of people but is open to all the people and free to all the people. Its only entrance requirement is the attainment of education equivalent to that furnished by the lower elementary school. It marks the transition stage between the elementary grades and the universities. It furnishes what in the United States is commonly understood as secondary education, and that only. It has no appendages extending into the field of elementary education or the university. These distinctions are peculiar to the United States and Canada, however. In no other country is the system so simple, so democratic, so interdependent and so easily defined.

b. In Scotland

The Scottish Educational system resembles the American in that it forms one continuous ladder from the nursery to the university, but it has one important variation which tends to make it differ from the American system, and to assume in slight degree a characteristic common to

continental school systems. That difference lies in the two parallel courses of intermediate grade i.e. the intermediate course of the secondary school and the supplementary courses. Prior to 1923 there was no provision made for transferring a bright pupil who obviously might benefit by secondary education from the supplementary classes to the secondary school. The Regulations of 1924, introducing a new course of study, made provision for such a transfer. The tendency is all towards an unbroken stream of education extending from the infant room to the doors of the university, with a double channel at the intermediate period, and means of transfer between these two channels at suitable intervals. Thus since the war the tendency is for the Scottish system more closely to resemble the system of the United States. The three year intermediate course is articulated above with the two years of secondary school proper, as is also the supplementary courses, and the intermediate and supplementary courses are articulated with each other. Both courses may prepare for entrance at the commercial and trade schools or may prepare in part for the crafts and arts.

c. In Denmark

The first five grades of the Folkeschule, or what is commonly known as the Forskole lie at the bottom of the educational ladder in Denmark. Articulated above with these five grades are the three higher primary grades,

which with the five lower grades constitutes the Folkeschule, and also the four grades of the Mellemskole.

Above the Folkeskole are the Continuation classes which last for four years and lead to the Folk High School.

Parallel with the Folkeskole but four years in length is the Mellemskole which offers a higher grade of instruction than that to be obtained in the elementary school. It is articulated with the Forskole below and the Gymnasium and Realklasse above. The Realklasse is but one year in length, and is articulated with the Realexamen or lower professional schools above. The Gymnasium is articulated with the University above. Thus it is seen that in Denmark the secondary schools overlap and parallel the elementary school by three years. During those years there is little or no articulation between the schools.

d. In Switzerland

Switzerland resembles America, Scotland, and Denmark in that her secondary schools are superimposed upon a common primary school, but unlike America and Scotland and like Denmark her primary school may continue as a separate school parallel with the many types of secondary schools. Above the first four grades of the primary school three distinct courses open out to the Swiss boy for the continuance of his education. These courses are all practically the same for the first three years above the primary school, after which they become differentiated. The upper

five grades of the Primary School, which continue the first four grades already mentioned, are designed to be an end in themselves. They are articulated above with continuation classes only. The Lower School or Sekundarschule which parallels the four or five grades of the primary school and often adds one or more years to the course, is articulated above with the Cantonal Technical or Commercial schools above, or in the case of girls, the Teacher's Seminaries which are attached to the secondary schools. The Middle Schools (Mittel und Berufsschulen) which constitutes the secondary schools proper, offer four or five years of preparatory work before branching off into the three special courses: literary, commercial, and scientific. These preparatory grades practically parallel the courses already mentioned. The Secondary Schools proper are articulated with the Universities and the Federal Polytechnical Schools above. For the first three years above the primary schools transfer may be made from one school to another without difficulty. After that it is practically impossible. The theory of this coordination and overlapping of the upper grades of the primary school and the lower and higher types of secondary schools is that therein lies the provision for the different grades of ability of the pupils and for their varying needs. Unlike the parallel schools of France and Germany,

Switzerland recognizes no social distinctions in her primary and secondary schools. Instead of having two parallel systems for two distinct social classes, as those two countries have, Switzerland arranges the program of studies so that the pupils may transfer from the primary to the secondary school at the age of ten to thirteen without confusion in their work. Above the age of thirteen specialization is the rule, each school preparing for its own particular higher school or for a definite line of economic endeavor.

e. In Germany

In Germany before the war there was no articulation between elementary and higher schools, and practically no articulation between the secondary schools after the first three or four years of training in primary or preparatory schools. No German state had an educational system, as America has, which would permit any boy to start from the very bottom of the social and educational ladder and come out at the very top, with no other assistance than his own unaided efforts. Each state had two systems: the lower or elementary, which was complete in itself; and the higher or secondary which led to the university. Between these two there was no place of transfer above the third or fourth school year. The distinction was one based upon the social and economic condition

of the parents. It was not democratic in character and entrance to it was not determined by scholarship or intellectual ability but by social position and wealth.

After the war the Grundschule was established and became by the Federal law of 1920 the compulsory introduction to all forms of German education in all states and for all classes. It was the first attempt to bring some form of articulation and method into the great variety of schools characteristic of Germany. The Grundschule includes the first four years of the child's school life and corresponds to the similar foundation primary schools of Switzerland. It implies the abolition of all forms of private or preparatory schools, (vorschulen) and elementary classes attached to the orthodox classical secondary schools. All later education is based upon its instruction. As in Switzerland it is articulated above with three types of schools: the elementary, middle and secondary. The Volksschule, or elementary school, as it existed before the war corresponded very closely to the French or Swiss Primary school. It was articulated above by Continuation classes only. As it now exists the first four years of its course has become the Grundschule which is the foundation school for all later education. Above the Volksschule is the new six year school--the Aufbauschule--which is intended for children who have completed the seven grades of elementary school

and are recommended for receiving secondary education. It gives the same rights as certain of the old secondary schools, and leads to the university. As has already been noted this progression of schools is for the lower classes only. It is the recognition of the demand of the common people for a more satisfying education and culture. These three schools form one continuous articulated system in themselves.

The Middle School--Mittelschule--represents an effort on the part of the Germans to articulate the work of the elementary and secondary schools. They constitute a type of school between the primary and secondary school, and may be compared with the English Central Schools, the French Higher Primary Schools or the Swiss lower Middle Schools. They are articulated below with the Grundschule and parallel the Volksschule and Aufbauschule above for six and sometimes nine years. For the first three years the course is the same as that found in the Volksschule with the exception that Latin and Science are elective. Some provision is made for transferring to the secondary schools especially to the Realschule. Although the Middle Schools constitute a type of schools between the primary and secondary schools, and originally were an effort to form some connecting link between them, yet they regard the German principle of the segregation of the

social classes. They make a special appeal to the middle classes who desire more than an elementary course but need specialized instruction for service in the arts and crafts.

The third type of school above the Grundschule are the secondary schools, which consist of a group of differentiated high schools. They are only partially connected with the elementary or middle schools. They are the traditional conventional school for the upper classes, and for those entering the Universities. The nine year schools are articulated with the Universities above and the Grundschule below. They form with the Grundschule a continuous system which leads to the University. The six year courses usually are designed to be an end in themselves although they may be articulated with the upper three years of their corresponding nine year school. The Reformgymnasium is an attempt to solve the problem of the lack of articulation between these schools. It gives a uniform undifferentiated course for three years above the Grundschule which bifurcation into two specialized courses takes place. The reforms which took place after the war attempt to articulate all the schools during their first three or four years above the Grundschule by making the curricula for this period as uniform as possible.

The secondary schools for girls are more closely articulated than are the boys' schools. The Lyzeum is articulated below with the Grundschule and above with the

Oberlyzeum. The Studienanstalten is articulated with the University above and with the third or fourth year of the Lyzeum below according to the course to be pursued.

Since the war the German system has tended to become more closely articulated than before, and to resemble in some degree the more democratic system of Switzerland. The Grundschule abolished class distinctions at least as far as the tenth year of the child's age. It marks a significant advance in the attempt to break the distinction between schools for the masses and schools for the classes. The Aufbauschule is also an advance in that it recognizes the need and the capacity of the lower classes for a type of education higher than that furnished in the primary schools. Probably the greatest advance however has been made in the attempts to introduce a uniform course of studies during the first years of secondary instruction. A uniform curriculum may in time lead to a uniform type of school, at least for first four years above the tenth year, or until the age of fourteen is reached. It should be noted here that the reform differentiated the secondary schools into four distinct types according to their curriculum and that, beyond the efforts to articulate the courses in the lower grades as already mentioned, there is little or no articulation between them.

f. In France

In France the terms secondary education and secondary

school represent quite different types of instruction and schools than they do in the United States. In America the boy or girl who goes to school at five or six years of age enters a primary or elementary school. After he has completed its course he enters a high school where he receives what in America is commonly known as secondary education. Completion of the lower school course is the only prerequisite or requirement for entrance upon the higher type of instruction. The line of cleavage between the two types of school is quite distinct and fixed, with relatively little overlapping. In France on the other hand the boy who enters school at six years of age or younger may go to a primary school or he may go to a secondary school. Both are state founded, state supported, state directed and state inspected. The former is, however, a free school designed for the poorer classes, while the latter is a fee school designed for the middle or better-to-do classes. For the first two years in both schools the programs followed are substantially the same, differences of subject matter coming to light in the succeeding three years in the form of the modern language instruction that is found in the elementary classes of the secondary schools. The differentiation between the two types of schools is social, or speaking broadly, economic. The students who enter the secondary schools are looking forward to political, professional or commercial leadership, while those entering the primary school are directed toward

the lower positions in the social and industrial world. Transfer from the primary to the secondary school may be made during the first three years of school life, but seldom, if ever, thereafter. After the war the Reform Movement in France advocated a school for all the people which would have the exclusive right to give elementary instruction during the first four years of school life as the Grundschule now does in Germany. The reason for this was the premature specialization demanded by the present system, and the lack of articulation between the elementary and secondary schools. The proposed school--L'Ecole Unique--failed to become an actuality chiefly because of the unwillingness on the part of conservative forces to allow any relinquishment of the ancient traditional privileges of the secondary schools. Various efforts have been made in France to introduce a uniform curriculum for the first grades. These efforts have not been so successful as the similiar efforts in Germany owing chiefly to a stronger opposition on the part of the Conservative forces. Various minor reforms have taken place however chiefly in regard to the articulation between the boys and girls schools.

Thus the Primary and Secondary schools of France still are parallel, each forming a complete system in itself. There is little articulation between them above the first three grades.

About one fourth of the scholarship holders in the Lycees and Colleges come from the elementary school, but it is to be noted that scholarships are awarded only between the ages of twelve and fifteen and that the secondary school course begins at nine or ten. Therefore the primary school boy who wins a scholarship is under a great handicap since he must start at the beginning with boys much younger than himself.

The French Primary schools are meant to be complete in themselves. They offer a six years course which carries the child up to his thirteenth year when his education is supposed to be complete. He may leave earlier if he has obtained the certificate D'etudes Elementaires which is not hard to obtain earlier since it is based upon the first four grades only. Articulated above the Primary school is the cours complementaire which adds one more year to the Primary school, and the Higher Primary School which is not a part of the Primary school proper, and is generally under a separate board of control. Opportunities are offered by way of scholarship to those who complete the general course of the Primary School to transfer to the first cycle of a secondary school, but in spite of these few pupils of the elementary schools present themselves as candidates mainly because the curriculum of the Higher Primary School is better adapted to their needs.

The Higher Primary Schools (*Ecole primaire superieure*)

prepares for the Trade, Technical and Normal Schools. For pupils who complete this school there is in theory a right to transfer to the second cycle of the secondary school in order to complete the requirements for the baccalaureat. But few avail themselves of the opportunity, because three of the four available courses of the second cycle are closed to them because of their inadequate preparation in languages.

The Lycees and the Colleges are articulated above with the Universities, and the Higher Technical Schools. Preparatory training in them is provided in special elementary classes attached to the school. As they were organized before the war, there were no provisions in the French secondary schools for girls who wished to study the classics. The Girls Secondary Schools were designed for giving an education which would be an end in itself. They did not prepare for the University, as did the boys' schools. Women were admitted to the University but they had to pass thru the same portal as the men, namely, the baccalaureate. In order to qualify for the baccalaureate they had to make up their short-comings as best they could on the outside, by private tutoring or otherwise. Changes which took place in 1924-25 remedied this defect. Under the plan put in operation at that time girls and boys will pursue the same course for the first six years. At the end of that time, two lines of training open to girls, one containing home

economics and other studies suitable for training in home activities, the other containing the classical languages. The period of secondary education was extended from five to six years. This change gives the girls practically the same advantages enjoyed by the boys, and it articulates the girls school with the University.

g. In England

It is difficult to talk of articulation in the schools of England. In this country there has grown up a vast network of schools of an extraordinarily diverse character, but which vary from each other by such slight gradations in fees charged, subjects taught, control and in the class of boys in attendance, that it is not possible to separate them, except in the roughest manner, into classes. Not only is the system of secondary schools incomplete in itself, but there is no regular connection with other forms of education above and below; overlapping in some parts, there are many others where there is no passage of communication. The full course of the elementary school, where it exists, was designed to be an end in itself but is now articulated above by certain compulsory continuation classes. The lower grades of elementary instruction may be given in a great variety of schools. Only those schools under the control of Boards of Councils directly responsible to the Board of Education, can be considered. They are today the

dominant type and are increasing rapidly while the other types of private schools are on the decline. The Primary School in England does not form a system complete in itself as in France, nor has it definitely defined limits as in Germany and Switzerland. As in the two later countries the secondary schools may be based upon the lower grades of the Primary school but there is no definite fixed point at which the departure is to be made. The Secondary School dips down into the elementary school and receives pupils at the ninth, tenth, eleventh or twelfth year of the child's age. It seldom receives its pupils beyond the age of fifteen. Since each head-master is desirous of fixing the impress of his school upon the young child. Higher Elementary Schools, Trade Schools, Central Schools and other forms of extension schools also admit pupils from the elementary school at varying ages. These facts and conditions make the problem of co-ordination of elementary and higher schools a confusing one; especially is this true with the relation of the secondary and elementary schools, each of which has its own distinct purpose and method of work.

This lack of close articulation between the various departments necessarily follows from the absence of an organized system of education in England. Besides the confusion in the publicly supported schools as noted above the lack of system in the private schools is no less pro-

found. The more prominent endowed and private schools recruit their pupils from the "preparatory schools" which are designed almost exclusively to prepare boys for the examinations via which they may pass into the secondary schools. The secondary schools are articulated above with the University.

In England, as on the continent, the secondary school does not form a transition stage between the elementary school and the University as it does in America. Although the secondary school is preparatory to the University, it is not necessarily, or even generally, for the mass of the pupils, complementary to the lower school. It is distinctly a school for the classes and not for the masses. In the United States and Canada the secondary school is the second great stage in the latitudinal relationship of one school superimposed upon another which constitutes our educational system; whereas in England and on the Continent the secondary school is one devoted to a special class of people and including the lower grades or schools preparatory to what we think of as secondary education proper, constitutes one continuous system which exists in a longitudinal relationship with other systems devoted to other distinct social classes. In the last analysis in England and on the continent it is the financial position of the parent which is the large determining factor in deciding whether the child shall

go to a primary or to a secondary school.

Under the 1918 Fisher Education Act school attendance was made compulsory in England for all boys and girls between the age of five and the end of the term in which the fourteenth birthday occurs. Under the Act it is the duty of the local authorities in charge of the schools to make arrangements for "the preparation of children for further education other than elementary, and then transference at suitable ages to other schools." Accordingly initiatory measures were early taken in many places to provide secondary schools to which all pupils might be transferred at the age of eleven or twelve from the elementary schools. The secondary schools are depended upon to hold the pupils until the age of fifteen or sixteen. In other places the period of elementary instruction was continued until fourteen, after which the child was to enter a junior trade, technical or commercial school for full time instruction for two years. These attempts are indicative of the desire to articulate elementary and secondary education, and the tendency in England toward one continuous articulated system of schools.

Nature of the Schools

a. In the United States

The schools of the United States are not institutions designed to give instruction to certain differentiated social classes, but are schools which, not only teach and inspire democracy and equality, but in their nature and spirit are democratic. All kinds of schools begin in the same way with the same subjects; the elements of knowledge are taught to all children alike, the only difference between lower and higher education being the point reached. Remarkably uniform throughout, the schools of the United States are designed for all the people and are free to all the people. No tuition is charged in either elementary or secondary schools. Every community has both its elementary and its high school. Where a community is too small to support a high school the pupils qualified for secondary instruction are sent to a neighboring town school at public expence.

Supported entirely by taxation, controlled by public officials, and offering a broad and intensified curriculum designed to meet the needs of the youth for his life in society the public schools of America are the fullest expression of democracy. They are not designed for a particular class of people but are open to all the people and free to all the people. No social stigma attaches to

those who attend them for they offer the very best education the country affords, and, with few exceptions, are attended by the whole body of the school population. This common use of the Public Schools by all grades of society presupposes for its successful working an absence of social lines of demarcation of class such as is perhaps only to be found in America. Every pupil in America is within easy reach of his school. No boarding schools, inculcating an artificial and unnatural spirit, and tending to create a class exclusiveness and a class snobbishness are a part of the American school system. The influences of home and school play upon the child and develop a well rounded citizen qualified to take his place in the affairs of men. Each school is adequately housed and fitted to perform the noble functions which are the reflections of the spirit of a people who dare to be free. They are all, with almost no exceptions, free co-educational day schools.

b. In Scotland

Of all the countries the schools of Scotland nearest resemble those of the United States. Their organization control and administration are all practically the same. Probably Scotland asserted more influence in the moulding of the educational system of America than any other country. The early Parish school was the very embodiment of the democratic spirit. Its attendance was compulsory and its

control local. Its pupils were drawn from every rank in society, consequently they tended to build up an association which overleaped the barriers which divides society into classes. Through the Scottish colonists these principles became the heritage of the new world and in time blended into and helped to control the development of the educational system in America. Scottish Schools are free and democratic. They exist for all the people. Generally the schools are day schools although a few endowed boarding schools still exist. The Public Schools of Scotland as the Schools of the United States are co-educational and free. Every parish is well supplied with primary schools; secondary education is concentrated in natural centers, but villages too small to maintain a secondary school may aid their secondary pupils in their expences at the larger school centres. The secondary schools are so well distributed however that practically every child is within reach of one, either by proximity of his residence or by a splendid system of transportation. The supply of these schools also is quite adequate to meet the needs of the country, although in Scotland, as in other countries, there is an ever increasing demand for newer and better schools and more of them. In some cases hostels (dormitories) have been provided for secondary schools. In some remote villages secondary education is provided by adding one or two years

to the supplementary courses but this method generally is unsatisfactory.

The secondary school centres mark the differentiation between the schools of Scotland and the schools of America. In the United States every village jealously guards its right and privilege to maintain a high school; whereas in Scotland the secondary schools are concentrated at certain convenient central points. Quality is doubtless sacrificed in the one case, nevertheless secondary education is within the reach of a greater number of pupils in the United States than in Scotland, because in the latter case the difficulties of travel and the expences connected with a school of a boarding or semi-boarding nature cannot be borne by all pupils regardless of the aid of the local boards of education. Another distinction which may be drawn is that in Scotland the schools are still prevaded by the prevailing denominational distinctions so that they are not real community schools--the possession and concern of all the people--as are the public schools of America. Denominational schools of a private character still exist but gradually they are coming under the control, inspection and aid of the education authorities.

c. In Denmark

Denmark is predominately a rural country and consequently her education and school systems are designed chiefly for

those who are to pursue agricultural occupations. The rural elementary schools of Denmark emphasize to a remarkable degree the fundamental school subjects and do the work in them in a most thorough going fashion; but at the same time they have seen the way clear to root the entire course of study to the soil in such a way that they are able to inculcate in the pupils a love of soil-tilling as a life calling. They are free day schools with compulsory attendance. All classes attend them during the first five grades. The Mellemskole is the result of the reorganization of the old Real School and the Gymnasium. It is not free--a charge of one hundred and twenty crowns per year being charged. Today the complaint is being made that this school is one based upon political and social distinctions rather than upon pedagogical. Generally it occupies a higher place both in numbers and prestige than do the higher classes of the elementary school. The Real-klasse, which prepares for the middle professional schools or for business is of a vocational nature. Its classes are generally conducted in separate schools although sometimes they are conducted by the same faculty and in the same buildings as the Mellemskole. The Gymnasium is a fee school charging one hundred and fifty crowns per year. They are generally characteristic of this type of institution in central Europe. Attended by those who intend to enter the

higher professions via the University, they tend to increase the class distinctions begun in the Middle schools. They are day schools but generally have dormitories attached. The schools of Denmark are not co-educational, nor are they characterized by the same democratic spirit as the schools of America and Scotland. The Church exercises the right to inspect and generally supervise them; in this respect again differing from America and Scotland. The influence of the rural agricultural nature of the country is felt throughout the school system.

d. In Switzerland

In the very midst of the forces which have tended toward the development or the retrogression of European civilization and culture Switzerland has stood as a monument of liberalism and advancement. Co-operation and democracy are her governmental ideals and in no other country do ideals so characterize actual practice. Her educational system, just as the educational systems of other countries, is for the conservation and development of these ideals. There is a distinction between the ideals of the European countries however. In England, France and Germany, the ideals are those of a special dominant social class; in Switzerland the ideal is the common good of all the people. Her people, made up chiefly of German and French who preserve their national languages and customs,

have not been unmindful of those forces which have been of such influence in controlling education in those nations whose languages they speak. But in Switzerland, the forces instead of operation for the benefit of a restricted class or group, have been utilized for the benefit of all the people so that we find highly specialized schools in Switzerland designed not alone for the group or class in the upper strata of society but for intellectual ability capacity and aptitude no matter where found. Unlike Scotland and America boys and girls in Switzerland are educated in separate schools. Both in organization and curriculum the elementary schools resemble those of Scotland and America. They are free but not co-educational. The lower schools, or those which resemble the Middle Schools of Germany, are of slightly superior rank than the corresponding higher grades of the elementary school. They generally are of a vocational character leading to the industries and business. Separate buildings are maintained for them with dormitories attached. They are fee schools charging from sixty to seventy francs a year. After these are the higher middle and technical schools, that is, secondary schools proper. They comprise a number of institutions that offer courses of instruction beyond the scope of the primary and lower secondary schools. They generally tend to follow the characteristics of the French or German schools after which they are modelled. The German and French influence may be

seen in the varied names and types of the higher secondary schools for general culture such as gymnasia, progymnasia, real schools, colleges, lycees, technical and commercial schools of the secondary type and teacher's seminaries.

In some places there are separate institutions corresponding to the German gymnasium and real school, in others parallel courses, classical and scientific, are maintained in the same institution. In the larger cities they are day schools; in many of the cantons boarding schools are maintained. They are all fee schools with prices slightly higher than those for the lower secondary schools. In all the boys and girls are kept separate, training generally, though not always, being given in separate buildings.

e. In Germany

Unlike the schools of America the schools of Germany before the war were differentiated according to certain fixed social groups within the community. A reorganization has taken place since the war which purports to differentiate the schools in terms of their functions. The Volksschule was the common peoples school and was patronized by the children of labourers and small business people. It compared very closely with the French elementary school in that it was free and included the elementary branches necessary to all education. Parallel to this school for the first three grades was the Vorschule which prepared for entrance

to the higher social and wealthy classes. The reorganization of the schools abolished the Vorschule and made of the first four grades of the Volksschule a Grundschule which should be the basis for all education and which all pupils must attend. It is indicative of the democratic feeling which has been current in Germany since the war. The Volksschule, which includes the Grundschule, is compulsory for all children until the age of fourteen is reached unless they are transferred to some higher type of school at the age of ten. It is co-educational only in rural districts.

Many of the Aufbauschulen, which are above the Volksschule and lead to the University, were created upon the basis of the old Normal schools which were abolished after the war. The reorganization after the war implies the creation of the Einheitsschule or one unified state school system with a uniform system of training for all regardless of social class and equal opportunity for all. The Aufbauschule is meant primarily for boys in the country and small towns, in a few exceptional cases similar schools have been instituted for girls. The democratic spirit which their creation seems to imply finds expression also in the reorganization of the secondary schools in terms of their functions and their admission of all pupils qualified to do the work demanded in them.

Parallel to the Volksschule before the war was the

Mittelschule or higher elementary school designed for the Middle class of people. Like the secondary schools this school is now based upon the Grundschule instead of upon its own special classes or upon the Vorschule. Its course of study differs from that of the Volksschule in that it includes one or more languages and elementary science and is two or more years longer. It is interesting to note that over one half of these peoples schools are one class schools. Fees are charged as in the secondary schools but they are not so large. There are Middle schools for boys, for girls, and for both together. This school meets distinct needs not met by other types of schools in many towns and cities, but it is not adapted to rural districts. It is generally of a vocational or commercial nature.

Germany's secondary schools have always been for the social or wealthy upper classes just as they have always been, and still are, in France. Before the introduction of the Grundschule they formed a complete system in themselves, having their own preparatory schools--the Vorschulen--distinct from, and parallel to the elementary schools of the lower strata of society. The purpose of the Grundschule is to break down this exclusiveness and to introduce some of the spirit of democracy in the lower periods of the child's life. The great secondary schools however, in spite of this change, have remained substantially unaltered. They form a system

or type of schools only partially connected with the elementary and intermediate schools. They are the traditional schools for the upper classes and for those entering the Universities. In the German Gymnasium, which is the prototype of the Latin Grammar School of America, the Lycee of France or the Great "Public Schools" of England the humanistic subjects and the culture of the Middle Ages have been preserved. The Realschule, representing at first the demand for a modern curriculum that would afford some preparation for the new world of commerce and industry, came in time to emphasize the classical studies as much as the realistic and became substantially the same as the gymnasium.

In Germany the higher education for boys and girls is quite distinct; the two have developed historically along different lines. In a few of the states the girls are admitted to boys schools (Baden, Hesse Wurttemberg) and the tendency is to admit girls to boys schools in small towns where the numbers are not great enough to call for separate schools for girls.

f. In France

Whereas in America the primary school leads up to the secondary, in France it educates children of the same age alongside of it; the transition from one to the other we have seen to be by no means easy or widely extended. The

primary school prepares for agricultural, industrial and commercial life; the secondary school for the University and the professional world. Up to now every attempt to break down these aristocratic social barriers has been attended with failure. The Primary Schools are free day schools; attendance is compulsory between six and thirteen or until the certificate d'etudes primaires elementaires is obtained. They are supposed to be secular and neutral in regard to religious matters. The discipline in them is semi-military, the pupils marching to and from the classroom in double file and often singing. Co-education is not prevalent and is generally frowned upon. The law provides that where there are five hundred people or more separate schools for the sexes shall be provided. In the smaller communities mixed schools exist.

The Higher Primary Schools and the Ecoles pratiques de commerce ou d'industrie are generally of a commercial, industrial or agricultural character according to local needs. Fees are charged in them. There are often found etudes surveilles for day pupils at a small yearly fee, and many have an internat, or boarding department, run by the director for his own profit. The boarding fees vary from four hundred to seven hundred francs per year, but the state offers scholarships covering the board or maintenance, or expences of a lodging where there are no boarding facilities in the school. They are controlled by a committee entirely

separate from that which controls the elementary schools. According to law they must have separate rooms for each school year, a drawing room, a gymnasium and a workshop. "Life in a Higher Primary school is monotonous and barren. The day is long and too crowded with classes and preparation. There is no time for healthy exercise, for the outlet of animal spirits. The boys see the Masters during class-time; for the remainder of the day they are under the incessant supervision of the surveillant."

The distinction between the primary and the secondary schools is one based upon social and economic considerations. The so-called secondary school in France is a system complete in itself. It is neither dependent upon the primary school as a source of supply, for it has its elementary classes where the rudiments are taught, nor does it necessarily send its pupils to the University, for it provides a liberal education within its own walls. The Lycee and College are the real secondary schools of France. Of these the Lycee is by far the more important. It has been and still remains the aristocratic conservative educational institution of France. Although maintained by the state, a tuition fee is charged which so far has been an effective barrier to the common people. The college has the same organization and theoretically is of equal rank; actually, it does not have the prestige. It is a newer institution

and is supported by the local community. For girls separate secondary schools are maintained. The boys of a French lycee are of four classes: (1) pensionnaires or internes, boarders at present about 26% in these schools, (2) demi-pensionnaires, or half-boarders who take their mid-day meal at school, about 13% of the whole; (3) externes, or day-boys amounting to 61% and divided into two classes: (a) externes libres, who only attend during teaching hours and prepare their work at home, (b) externes surveilles, who prepare their work in the studies with the boarders and are often demi-pensionnaires. These schools usually occupy large buildings. Little time in them is devoted to play or to games. Besides the main types of schools which are mentioned above there are others which branch off or are appended to them such as the Normal schools or the Technical Schools. There are also many private schools which give an education in whole or in part complete thru the secondary school years. But in spite of the many variations a marked uniformity runs throughout all secondary schools, owing mostly to the highly centralized control and minute regulation of the program and course of study for each and every school. The whole spirit of the schools is militaristic, formal, laborious, exclusive, cold, cheerless and depressing. The parallel systems of France exist each for its own peculiar social class. In spite of the scholarships the schools are undemocratic.

Public schools for girls are exactly like those for boys

in organization, administration, inspection and the appointment of teachers. But in tone and spirit the whole atmosphere of a girls' school is different from that of a boys' lycee. Cheerfulness and human relationship, between teacher and taught are the rule: there is more playtime and more liberty. Most schools have cubicles for their boarders, and have bright and decorated classrooms. There is moreover, not the same strain and overwork, since the certificates are less important for the future career of the pupil.

g. In England

England was the last among the great nations to set up a system of schools supported by public taxation and controlled by the state. England's schools represent the historical survivals of many bitter social political and religious struggles. Her school system is the embodiment of the compromises and the results of these struggles. Just as the institutions of England, her customs, laws, constitution and political practices are the result of slow evolution developing according to no logically preconceived plan, and presenting to the eye a patchwork of the intellectual and social forces of many ages, so also do her schools represent the sum total of all the forces which have played in English society. Until comparatively recently there was no system, nor order nor organization among the schools. They were but a conglomeration of the efforts of many parties, religious social or commercial, to provide some education for the

young. The state would not impinge upon the Englishman's immemorial right to the free exercise of his own will so far as to undertake to provide or to regulate the education of its young. Only slowly is there seen developing thru these various schools a system and an organization. The state has gradually undertaken to assume its responsibilities.

There is in England today a system of publicly supported elementary schools and also a system of secondary schools but these tend to become overshadowed by the numerous old established and powerful schools which have held sway in England for centuries. Steadily however the state is gaining control over education. The 1918 Fisher Education Act, while not directly affecting the types of school that exist in England, aided powerfully into bringing some connection and order in them. By bringing them more under one authoritative control and by making provision for compulsory attendance of all children between the age of five and fourteen upon some form of elementary education, the Fisher Act builds up a respect for the place of the state in the education of the young.

While class differentiation is not so marked in the English schools as it is in Germany and France nevertheless there is little democratic spirit among them. The schools for the classes and the schools for the masses are separate and distinct. In no case will the son of a parent in the upper Middle classes be found in the public elementary

school; a special school is provided for him where he may associate with members of his own class and there inculcate the exclusiveness and snobbishness so characteristic of these schools which so effectively perpetuate class distinctions.

It is impossible to speak of the general nature of the English elementary schools. They are differentiated according to the differences in the religious, commercial and social influences which control them. They may be day schools or boarding schools. The types of schools differ according to the arrangement of the sexes also. The 1918 Fisher Education Act abolished fees in the publicly supported state aided elementary schools, and for the secondary schools of the same character it was provided that no child should be denied entrance because of his inability to pay the fees. The Higher Elementary Schools and the Central schools are of a local and vocational character; they are day schools at which fees are charged. Co-education in them is rare.

In the secondary schools the confusion is no less great. The field covered is a very wide one, the term secondary including at one end the great Public Schools, such as Eaton, Harrow, Winchester etc. and at the other the little country Grammar Schools and small Private Adventure Schools, in some of which it may happen that the standard

of education does not come up to that of a good Public Elementary School. There is no definite system of control for secondary education. Each school is practically autonomous in its own control and regulation. A school may submit to inspection and seek approval by the Board of Education but it is under no obligation to the Board until it accepts aid in the form of money grants. The want of a definite system of nomenclature undoubtedly adds to the confusion. It is rarely possible to give a name to any school which will at once convey a definite idea of its kind, or of its scope and curriculum. Some institutions are dignified by the name of College, though this is not generally intended to convey anything more than is meant by school, the terms being apparently interchangeable: the name College was most likely originally intended to convey some idea of superiority, probably in the social more than in the educational sense. Even the name of "Public" conveys an almost exactly opposite meaning when applied to a Secondary School to that which it bears when applied to an Elementary School. The term secondary itself still conveys to some people a notion of inferiority, and is confused apparently with second grade.

There are large numbers of schools all over the country known as "Grammar Schools," many of which were founded as far back as the Tudor period or even earlier still. A number of these schools were also founded and endowed by

various wealthy persons, to whom it seemed a very admirable form of charity to provide the means whereby poor but clever boys could acquire a good education, and, when sufficiently able scholars, go on to the Universities and places of the highest education. It was for this purpose that in most of the older foundations there are carefully framed rules to ensure that at any rate a certain number of places should be free, and that poor but deserving boys should be nominated for them by the Governors.

These Grammar Schools, started on much the same lines, had curiously diverse careers. Education at first was of a most simple character, the classics, Latin and Greek, being considered not only the basis of education, but sufficient in themselves. At Eaton, in the early days, even Mathematics was an extra subject. Gradually, however, the curriculum was extended as the difference between the classes for which the schools had to provide became wider; and as the expenses, owing to the larger teaching staff required began to increase, the schools became more dependent on the fees which they received. Some of the schools, unable to meet the increased demand, fell out by the way, or dwindled into second rate establishments; others, generally those which either had a larger endowment or one which happened to be of a kind that increased very much in value, were equal to the needs of the time, and gradually became the recognized educational centers.

Parents wishing to take advantage of these institutions began to send their children from a distance, thus necessitating the provision of boarding houses; the advantages arising from the boarding system itself added to the attraction of these schools, and so grew up the great non-local schools, of whose pupils perhaps not more than two or three percent are, at the present day drawn from the immediate locality. New and expensive accompaniments to education were being continually added, and a more or less distinct course became established as the ordinary education of a boy in the upper classes, leading as a rule to the University; but the expense involved, and the length of time during which the education went on practically confined it to the upper and wealthier classes.

The great English Public Schools, which are not public at all except in name, are the dominant type of secondary school in England. They are grammar schools of the highest grade. They maintain their position not because of their great numbers, and not because of a record of intellectual attainments but because of their great age and the English worship of tradition, and the willingness of the English people, even in these days of much talked of democracy, to be counselled and led by an aristocracy. These schools are independent economically; they are exclusive, representing only the very wealthy of the upper classes; and they possess practically a monopoly in the assignment

of important posts in the government. All told there are probably forty or more of these public schools but in practice the term is reserved for the nine great Public Schools: Winchester, Eaton, Westminster, Charterhouse, Rugby, Harrow, Shrewsbury, St. Paul's, and Merchant Taylor's. These latter range in size from a few hundred up to more than a thousand pupils that one finds at Eaton and account in all for upwards of five thousand boys. At most this type of education is restricted to a very small portion of the total population, but these old schools have long served as a standard to which most of the other secondary schools strive to conform. Despite the enormous income attached to these schools, the fees for attendance are so high that they are prohibitory to the moderately poor, and possible to the salary earning middle-class and the "new-poor" only at tremendous sacrifices. The curriculum is still dominated by the classics, although one usually finds "modern, science and engineering sides" listed in the school announcements. The chief emphasis throughout is upon Latin. Games are considered of paramount importance. The whole standard of life, both in school and out of it, is one in which the masses can never hope to share. All but St. Paul's and Merchant Taylor's are boarding schools. Boys enter at the age of thirteen or fourteen after a "preparatory" course in one of the numerous private "preparatory schools" which exist almost solely for the purpose of preparing boys for

admission to the endowed schools. Although these schools are termed "public" they are essentially private, and stand in strong contrast to the secondary schools of Germany, France and America. The opportunity for secondary education in such schools must perforce be limited, highly selective and restricted. "It may well be questioned whether the existence of such highly selective schools not directly controlled by the state, have not acted as a serious check on the development of a system of real public secondary schools."

The Grammar Schools of England are a group of schools of varying types which attempt to imitate as closely as possible the great Public Schools. The distinction between "Public Schools" and "Grammar Schools" is not easy to maintain; there are so many which contain the qualities of both, that it is a difficult task to say in which category any particular school should be placed. The similiarity of the Grammar Schools and the Public Schools may be seen in their old foundations, management, spirit, curriculum, subservience to the requirements of the older Universities, scholarship examinations and emphasis on games. Generally speaking, the Public Schools are the usual road to the Universities, and used by a class socially higher and more wealthy than that attending the Grammar Schools. This is shown, too, by their organization; for while both are as a rule divided into Classical and Modern Sides, in the Public

Schools, where the larger proportion of the boys is composed of pupils intending to proceed to the Universities, the Classical Side greatly preponderates over the Modern--a few even, as Eaton, Winchester, and Charterhouse, having rather special classes than a regular Modern Side. In the Grammar Schools, however, the Classical Side consists of a few boys, most of whom are probably going in for scholarships; the main bulk of the school is on the Modern Side, with special departments arranged for teaching commercial and mercantile subjects, great attention being paid to foreign languages and science.

There are many variations in the Grammar Schools. The first division among them represents a type of school such as Marlborough, Clifton and Uppingham which very closely resemble the great Public Schools. Their foundations are not so old however, and they have not succeeded in accumulating the great mass of traditions which have endeared the older schools to the English people. In other respects the differences seem imaginary. Another division includes the great day schools like Dulwich and Manchester, Bradford and Bedford Grammar Schools. These are day schools upon very old foundations. They are not dominated by the narrow spirit of classicism that dominates the public school life, consequently they have introduced modern studies and have been open to the spirit of progress. Another division includes the Grammar School proper--likewise on private

foundation. They are almost wholly day schools representing but feeble imitators of the old Public Schools. In the great provincial towns a large number of schools have been started under the auspices of the Local Authorities of the type known as High Schools or "Grammar Schools", in a rather different sense to the name as used in reference to the old schools. These schools aim at giving a first class education, not so much directed at all-round culture or preparation for the Universities, as at a curriculum, adapted to prepare their pupils for certain definite purposes with immediate reference to the trade or profession for which the boy is intended.

The Municipal and county secondary schools are a direct result of the Education Act of 1902. This act placed upon local authorities the duty of supplying secondary education within their areas. The 1918 Fisher Education Act further emphasizes this duty. The number of schools receiving grants from the Board has increased twenty fold since 1902 and the majority of the new schools are owned and managed by the local councils. The County and Municipal Secondary Schools correspond more closely than the other types of English Secondary Schools, to the High Schools of America. If the public secondary schools are for the classes, then these council secondary schools may be said to be for the masses. They are almost invariably co-educational. Their pupils are

drawn from the elementary schools and their staffs mainly from the newer Universities. They represent a humbler status, but pupils and teachers are aggressive and ambitious, determined to make names for themselves and the schools to which they are attached.

The Girls Secondary Schools in England are called "High Schools." The word does not correspond with the name as applied to the High Schools of the United States, where a pupil wishing to enter a High School must have previously passed thru the Elementary School. The Girls' High Schools in England represent the same type of girls school as the French secondary schools for girls. They take their pupils from the earliest age of going to school--many indeed have Kindergartens Attached--up to the time of their leaving school. They are large day schools but with fees that are high enough in many cases to make the school self-supporting, consequently the main bulk of their pupils are drawn from the middle and upper classes. Although there is far more uniformity of scheme and organization in the case of Girls' Schools than in Boys', yet there is no regular code or system that will apply to all schools alike, each school varying as a rule in detail to suit the needs of the neighborhood in which it is placed. They generally belong to some corporate body, trust etc., which rents the buildings, engages, pays and dismisses the staff, receives the fees, and is responsible for the management; but they practically all

receive grants from the Board of Education and comply with the regulations governing secondary education.

The Schools in Terms of their Functions

a. In the United States

The American public school system comprises elementary, secondary, collegiate, and university divisions all of which contribute in a broad general way to the ultimate goal of education; each division however having its own distinct function. The relation between the different units of the system is so close that an adequate comprehension of the purposes of a single unit can be clearly grasped only when the functions of the remaining divisions are understood. In America the elementary school is the means by which the child is introduced, with comparative repidity, to the culture of the race. It is the place where he gains the fundamental knowledge, skill habits, and ideals of thought, feeling and action, which are deemed necessary for all, regardless of social status, vocation or sex. In the conventional American school system it covers nine years but the general trend of reorganization is to limit it to six years.

The function of the Junior High School is best expressed by T. H. Briggs in "The Junior High School."
"Clearly an intermediate period of education, beginning one or two years before the law releases any pupil from study, an intermediate period in which the schools shall attempt at least five things: first, to continue, in so

far as it may seem wise and possible, and in a gradually diminishing degree, common, integrating education; second, to ascertain and reasonably to satisfy pupils' important immediate and assured future needs; third, to explore by means of material in itself worth while the interests, aptitudes and capacities of pupils; fourth, to reveal to them, by material other-wise justifiable, the possibilities in the major fields of learning; and fifth, to start each pupil on the career which, as a result of the exploratory courses, he, his parents, and the school are convinced is most likely to be of profit to him and to the state. When these ends have been accomplished, the law may release pupils from compulsory attendance at regular day schools; sufficient information has been gained to make the election of future study not only intelligent, but also attractive, and each type of higher school or curriculum will receive the pupils for which it was established." No other nation has a school which performs these functions for the child. Specialization is only begun after the three years in this exploratory school. The choice of a career or specialization is not based upon social or economic considerations, nor upon the arbitrary choice of parents as is commonly the case in Europe, but upon the capacities and abilities and interests of the individual.

The Senior High School which completes secondary education makes provision for a more or less complete training in the field chosen as a result of the work in the Junior High School. In them differentiated curricula are provided by means of which each pupil is able to pursue work systematically planned with reference to his needs as an individual and as a member of society. These curricula are not highly specialized however and do not purport to make the acquisition of vocational skill the primary consideration, even in a commercial or an industrial arts curriculum. The chief function of the Senior High School is to impart general knowledge, and as regards specialized curricula the most they aim at is pre-vocational education and social and industrial intelligence.

As to the functions of schools of Collegiate and University grade this paper is not concerned.

b. In Scotland

The function of the Primary Schools of Scotland is practically the same as that of the elementary school of the United States. One of the most interesting and unique features of the Scotch system is what is termed Supplementary classes. The aim of these classes is to train the pupils from twelve to fourteen years of age who do not plan to continue in school after fourteen. They are specialized courses of a commercial, industrial, agricultural or

domestic character. They are meant to provide, for pupils whose bent is not towards literature or the professions, a more practical course of study which shall be comparable in value to that provided by the normal intermediate course. They have a vocational bent--that fact is indicated by the names "commercial, industrial" etc--but they are in the first place essentially courses which provide a good general education.

The function of the intermediate course is to provide a broad cultural training for three years. In general an industrial bias is given to the course of study in order that many students shall turn toward the trades but as a matter of fact the breadth of the course and the general good spirit of the school awakens such an interest in many of the students that they continue their education in the secondary schools proper. These "intermediate courses" or the first three years of secondary instruction resemble somewhat the American Junior High School.

The aim of the Secondary school proper--or the last two years of secondary instruction--is to provide for the University. Several courses may be offered and to a certain extent specialization on definite lines--classical, scientific, modern, languages, commercial--may be permitted, always provided that English, one foreign language, and either mathematics or science are included in each group, and have been carried to what is known as the higher standard.

c. In Denmark

The free elementary schools of Denmark emphasizes the importance of life on the farm, therefore part of the time is spent in the classroom and part of the time is practical outside work. The aim is to master all that is essential to success in agriculture. Especially is this true of the higher grades of the Folkskole which have for their purpose the preparing of the child for economic and civic life in a rural community.

Before the reorganization of Danish Education in 1903 Denmark had two main types of schools, the Realskoler and the Gymnasia, which corresponded somewhat to the Academy and Latin Grammar School of America. The Gymnasia prepared for the University, the Realskoler for business or for the Middle Professional Schools (industrial, technical and commercial). The two classes of schools were both outgrowths of the old Latin schools, and consequently were often conducted in the same building and by the same faculty. The age for admission was the same in both cases, i.e., twelve years. The Gymnasia had a six years course of study, and the Realskoler a course of four years. The work of the latter school was completed by the Realexamen, i.e., the leaving examination, which was accepted as an entrance standard for the Middle Professional Schools. Because of the lack of articulation between these schools in 1903 a

reorganization of the system took place. A new class of schools were established--the Mellemskoler, or Middle Schools--which, as their title suggests, form a link between the formerly separate parts of the system of public instruction. They are not Middle Schools in the sense that the Mittelschule of Germany, or the Sekundarschule of Switzerland are Middle schools. Instead of being a separate school half-way between two other schools or types of schools they combine the lower grades of the two separated schools thus resembling the Reformgymnasium of Germany. The lower grades of the Realskoler and the Gymnasia were combined to form the Mellemskoler. The Mellemskole offers a four year course to which is added an extra year, the Realklasse which is the survival of the old Realskoler designed for those who desire to prepare for the Realexamen. The survival of the old Gymnasium is represented by the three years course of the new Gymnasium for which the pupil is prepared by the Mellemskole. The Mellemskole is thus seen to correspond somewhat to the Junior High School of the United States. It accepts its pupils at eleven years of age and gives them a general preparatory course which bifurcates into specialized courses when the age of fifteen is reached or approximately the age at which the American boy commences some degree of specialization in the Senior High School.

In the Danish gymnasium three specialized courses are offered: the classical, modern language and mathematical-scientific courses. They are characterized by the same thorough careful training common to this class of schools in Central Europe. Their special function is to prepare for the University.

d. In Switzerland

The Primary school of Switzerland has the same general characteristics as the Folkskole of Denmark. The first four years form a general introductory period for all later education. The complete Primary School provides a course rounded and complete in itself which can easily be finished during the nine year period by pupils of average or less than average ability and ambition. The lower schools (Sekundarschule) parallel the five upper classes of the primary school but offer a more difficult course of study, including at least one foreign language. The work in science, in mathematics and in the other subjects is taught by special teachers, whereas in the Primary School the class teacher has practically all subjects. The teachers are better trained, the work is departmentalized, and the equipment is more elaborate. Their special function is to provide an education complete in itself for those who intend to enter business or commercial life or governmental service. They also prepare for entrance to the Cantonal Technical

Schools, or in the case of girls to the Teachers' Seminaries which are attached to the Secondary Schools. They represent the Academy or Real School type of Modern education.

The Middle schools (Mittel und Berufsschulen) which are the Secondary Schools proper of Switzerland are highly differentiated and specialized. They consist of various types such as the gymnasium realschule etc. Each type of school has its own specialized and distinct function. Entrance to them is made when the child is ten years of age, at which time the decision is made as to his subsequent life activities. They draw their students from the professional or higher official classes who are to train for the Universities or for professional life, whereas the students in the lower schools are drawn from the lower industrial classes and prepare for the lower positions in the commercial and industrial world. The Gymnasium may be taken as an illustration of these schools. The function of its lower four year preparatory course is to give a general cultural training which becomes the basis for the specialized courses of the upper four years. The specialized courses are called by departments, such as the Scientific Literary or Commercial. These courses prepare for entrance into the corresponding departments of the University of Berne or the Federal Polytechnical School at Zurich. Admission to all these schools is determined by the ability of the pupil, and there is practically no retardation or

repetition. A pupil who is desirous of entering the secondary school after four years in the primary school and fails to pass the required examinations may remain another year in the Primary School and then try again for admission. Only two trials are permitted.

e. In Germany

The Grundschule of Germany is a new school the function of which is to provide a compulsory introduction to all forms of German education in all states and for all classes. It is essentially the same as the first grades of the Primary School of Switzerland or Denmark. It was designed to break, at least during the earlier period of school life, the distinctions between schools for the masses and schools for the classes.

The Volksschulen are of the same character as the elementary schools of Denmark and Switzerland, and are designed to meet the same general functions. They are designed to train the children to be intelligent, religious and moral persons, and upright members of the community. The pupils must attain in them a thorough soundness in oral and written use of the vernacular and command of the fundamental processes. Since 1918 there has been a strong movement in these schools against the analytical detailed and prescribed curriculum of the past and toward a synthetic and general outline (Richllinien) starting with the needs of the child and allow-

ing considerable freedom in varying the time tables and content.

The Aufbauschule is designed to provide for six years a secondary education for the lower masses of the people who desire to continue in school after the Volksschule. It is an administrative measure, aiming to prepare exceptionally gifted pupils, mainly in rural districts, for university entrance in six years following seven years of elementary training. This experiment indicates a way out of the blind alley of the elementary school, provides an opportunity for advancement to children whose intellectual ability has developed late, and enables parents to keep their children at home up to thirteen years of age. In 1924 Prussia had seventy state and eight city schools of this type, most of them created out of the Normal Schools that have closed. In all states but Bavaria and Baden admission to the University is denied to graduates of this new type of school.

The Middle School (Mittelschule) is a type of school which is between the elementary and higher schools and is distinguished from both chiefly in teaching not more than one foreign language. It is partly a technical and partly a secondary institution with the first three years of its course identical with the first three years of the Volksschule. Both the Mittelschulen and the Rektoralschulen (i.e. higher girls schools of the type) are faced today with

strong competition through the establishment of advanced classes in the elementary schools and the development of Continuation and Trade Schools. Originally they represented an attempt to organize a school that on the one hand is not elementary and on the other is not secondary, that is intended to give an all-round general course of a pre-vocational character to boys and girls who intend to enter the vocations in intermediate positions at about the age of fifteen. The course is not merely a broken morsel of a secondary course; it is not academic in intent; and it is not definitely vocational. It supplies a course for those whose schooling must close at fifteen. It is intended to furnish, besides an intensive study of the elementary subjects, instruction in a foreign language. Ostensibly, the purpose of the Middle School is to fit boys and girls for the demands of trade, industry and fine arts; as it has turned out, the school is patronized because of the somewhat higher social recognition it gives. They are often maintained by communities of insufficient resources to maintain secondary schools. Today they are being attacked on the one hand as an obstacle in the way of a common school system (Einheitsschule) and praised on the other as a necessary institution for the general education of the Middle classes and as a good preparation for commercial, agricultural and technical trade schools.

The Volkshochschule or Popular High School which was called into being by the proclamation of the Prussian Minister of Education in 1919 is not a part of regular day school system proper. It corresponds to the Danish Folk High School, and is in the nature of a Continuation school. It was designed for anybody who desired to attend; its purpose was to bring education to the people of the working classes. On the whole it has not been successful.

The Secondary Schools of Germany consist of a group of differentiated high schools evolved from the classical Gymnasium by the introduction of modern languages and modern subjects in place of a part or all of the classical languages. The principle aim of the German Secondary Schools is to produce in their pupils a high standard of all-round culture, but to a certain extent with reference to the particular line in life which lies before them. They are most carefully and clearly differentiated into certain well defined types with distinct names, which clearly denote the scope and objects of the school. Each school is limited to one particular type of instruction, not combining two or more courses in one school as is commonly the practice in other countries. The function of each school before the war was to teach a certain restricted type of subject matter. This subject matter was based upon the old humanistic learning of the Middle Ages. After the war it was felt that these

schools were clearly out of contact with the needs of the present. They were institutions set apart from the ideals and every day needs of the youth and the people. Cultural fields such as music, art, political theory, social organization, citizenship, economics and many other subjects found no place in the secondary schools compared with the place occupied by the traditional classical school subjects. The severe criticism resulted in a reorganization of the secondary schools in 1924. This reorganization may almost be said to have been a restatement of the purposes of the schools. They were divided into four types or groups according to their purposes. What the Reform did was not to change materially the schools but to restate and define them in terms of specific functions and objectives.

The Gymnasium--the highest class of school in Germany--is the lineal descendant of the old classical Gymnasium, established before the Reformation. To it attaches all the prestige and support which comes from reverence for an old established institution. It has always received the support of the military and aristocratic classes, and is preeminently the socially "select" higher school for boys in Germany. It is a classical school pure and simple, with the study of the Ancient languages forming a dominant feature of the course. French early appeared as an elective as also did Hebrew. After the reorganization of 1924 it became the

Humanistisches Gymnasium which strives to reinterpret ancient life and culture in terms of present German life. Its specific purpose is to give such a broad humanistic culture as will prepare its pupils for subsequent university specialization along either arts or scientific lines. The fact that nearly half of the three hundred and four week hours in the whole course is devoted to linguistic subjects demonstrates conclusively the ultra humanistic character of its work.

The Realgymnasium likewise aimed to give a general culture in which the classical spirit is represented by Latin, but in which the modern languages, mathematics and the natural sciences figured largely. It represented a compromise between the ideals of the classicists and the ardent realists. In its course Greek was replaced by English, while French and the sciences received more attention than in the Gymnasium. The Reform of 1924 transferred it into the Europaistisches Gymnasium, which has as its province the comparative study of the cultural contributions of the various European countries. The interrelations and interdependence of these contributions are greatly stressed.

The Oberrealschule offered a nine year course in Modern languages and science without Latin. It was outside the pale of any direct classical influence whatsoever, for no ancient language appeared in its program of study. It was

more particularly a fitting school for the present day business life in so far as the children of the upper classes are looking forward to that field of activity. Modern languages and the natural sciences were the dominant elements in its program of study. By the Reform it became the Mathematisch-Naturwiss Gymnasium and its curriculum was built upon the Sciences and Mathematics. Its purpose is to bring out the methods of mathematical and scientific thinking rather than the practical applications of the subjects.

Besides defining the existing schools in terms of their functions and purposes the Reform of 1924 created a new type of school. The Deutsche Oberschule becomes a fourth type of German Secondary school and stresses German language, literature, philosophy, music and history--in other words the whole field of German culture. It aims to educate a man with a German stamp by introducing him to German cultural life in the past and present. The intention at first was to have only one modern language but the Prussian Universities insisting on two languages--ancient or modern--for the admission of students, a second modern language was added. In each of these schools about a third of the time is devoted to subjects characteristic of the purposes for which the school stands, another third is devoted to ethical subjects and the remaining third to minor subjects. Fixity of curriculum was the rule in the old German school. There was little

opportunity for a choice of subjects. The curriculum was fixed and uniform throughout. Now electives designed to widen and deepen the various courses are offered in the upper two years. Great care is taken however to correlate all subjects with the main purpose of the school.

The Girls Schools were not changed by the Reform of 1924. The Lyzeum provides a general cultural training for girls with the chief emphasis on domestic subjects. The Studienanstalt is designed to provide training for girls who desire to go to the Universities. It offers three courses, the classical semi-classical and modern-scientific.

f. In France

The Primary School of France has the same general function of providing an education complete in itself for those who are to become citizens and labourers in the lower strata of society. They are designed to provide a free education for those who cannot afford the higher schools.

The Higher Primary Schools (écoles primaires supérieures) offer educational facilities for those who desire to enjoy an education beyond the scope of the Primary school. The functions of this school is best expressed by M. Gasquet, director of elementary education. "We do not aim to train apprentices or specialists ready for immediate employment in commerce and industry. The task of our schools is to

help pupils to know themselves, to give them a taste for manual work, to make them familiar with the essential equipment of all occupations; then they should prepare them by a strict theoretical education which should never lose contact with the practical and after an indispensable period in an industrial (or commercial or agricultural) concern to become the progressive non-commissioned officers in industry capable of adapting themselves to the diverse and ever changing needs of manufacture." These schools correspond somewhat to our Junior High Schools but it is to be noted that they are restricted to the lower strata of society who must labour in industry or commerce; their purpose is not to create leaders but workers; and that not exploration and experimentation in the field of human knowledge is their aim, but to inculcate a taste for manual work and a knowledge of manual occupations.

The purpose of the French Secondary schools is to provide an education for the socially upper classes who can afford to pay the high fees which will preserve for France the learning and the culture of the ages. While the Lycee ranks a little higher than the College its curriculum is little different. The courses of study throughout all the schools are rigid and uniform. In the Lycee and college they are primarily classical. The chief emphasis is upon scholarship. The function of the secondary school is to

for the Baccalaureate which leads to the University. The excessive rigidity of the courses is relieved by its division into cycles. The purpose of the cycles is to provide a point at which a pupil may leave just about midway of the course and still have obtained a well rounded general education.

The Secondary Schools for Girls of France are designed to serve those of middle and professional classes since the "haute bourgeoisie" patronize the private schools. Commerce and industry are fed by the primary and professional schools more than half of the girls leave after the first cycle. The certificate of secondary studies may be obtained at the end of this course representing the completion of a definitely well rounded-out general cultural course.

g. In England

When the English elementary schools were first provided they were designed to secure to the children of the poor an elementary training in the three R's and a knowledge of the Scriptures. Established and dominated by denominational bodies the religious question was always accorded chief emphasis, with the result that a struggle for mastery ensued which is still unsettled and more than anything else, has prevented educational questions proper from receiving that calm consideration which their importance justifies. The function of the elementary school of England is to perpetuate

the particular doctrines and tenets of the religious body which controls it. They provide a more or less complete preparation for the life of a laborer and a rudimentary command of the fundamental processes.

The Higher Elementary Schools complete the course of instruction available for the majority of English children. It must provide a three year course of instruction, approved by the Board of Education, and as regards teaching staff, buildings and equipment must meet the official requirements. The course of instruction is intended to extend that of the ordinary public elementary school, and to provide training of a vocational character, the latter to be determined by local needs.

The Central Schools were established in order to give a more adequate training than the prescribed and inelastic curriculum of the Higher Elementary Schools afforded. The London County Council in establishing the Central schools declared their object to be the provision for the boy or girl of "the best possible equipment for entering upon the industrial and commercial world as soon as he leaves school which at the same time qualifies him to enter upon a special course of training for some particular industry or at a polytechnic or similar institution if he desires to continue his education further." It is to be noted that these schools which provide some degree of higher free education beyond the

elementary schools in England, just as the Higher Primary Schools of France, are organized with a commercial or industrial bias or both. Like our specialized high school curricula their courses are not designed to train the pupils to be good workmen and craftsmen but rather to teach underlying principles which shall have a wide application in practice and to develop general industrial and commercial intelligence. They correspond generally with the age of our Junior High School pupils but here the resemblance ends. They are not designed to provide a free choice in the whole field of human knowledge and interests but to provide a restricted field of human activity from which the pupil shall pick, at twelve years of age, an occupation which shall lead him into a lifetime of work of a menial character.

The Secondary Schools of England are of such a varied character that it is impossible to clearly define their functions in any general terms which would be true to all. They are not organized with the intention of meeting the needs of the pupils under consideration, except in so far as the highly classical studies of the Public Schools meet the needs of the aristocratic upper classes whom they serve. In general the aim of the schools is to prepare the boys and girls for the Universities or at any rate for the entrance examinations to the Universities. They are in other words not self contained; their aim lies outside and beyond the

secondary school. They exist for the benefit of the few. They do not provide for those who leave before the course is completed. The English "Public Schools" are still predominately classical schools, although the Sciences, Mathematics and Modern languages have recently received a share of attention. The Grammar Schools for boys cannot be called classical schools although Latin and Greek hold important places in the Curriculum. Some have modernized themselves to such an extent that industrial and commercial courses figure prominently in their schemes of study. The Girls High Schools were patterned somewhat closely after the corresponding Grammar schools for boys, but gradually the women pioneers learned that domestic science could be made as truly educational as Latin or algebra. Their curricula at the present time is much less conservative than those of the corresponding Grammar Schools. The Municipal and County Secondary schools are more in the nature of the American Secondary schools than the private or endowed or denominational schools already considered. They are established by county and municipal councils for the purpose of supplying secondary education within their areas. Their purpose may be said to provide secondary education for the masses, whereas the purpose of the Public and Grammar School is to supply it to the classes. Their curricula do not provide for specialization; their one aim seems to mimic the

games of the great Public Schools and to provide enough general knowledge to equip the student for admission to the University.

The Curricula of the Schools

a. In the United States.

One typical Junior High School program that has been given wide currency through publication during 1925 in one of the standard books attempts to provide courses during a period of "adjustment" (first-half); "exploration and preview" (one Year); "provisional choice" (one half year); and "persistence" one year. This program which covers the seventh, eighth and ninth years of schooling includes the following subjects: English, (4 or 5 hours a week throughout three years); general mathematics, required of all students three one half years and elective thereafter; social studies; science; health; some form of industrial art, agriculture or home economics, music, art--all required for the three years, with geography required for three terms and the following electives available the second half of the eighth year and later: Mathematics, foreign language, commercial geography, junior business training, industrial arts, agriculture, and home economics. Vocational work on a half basis is available as an elective in the ninth year.

In the Senior High School the single curriculum type of program of studies is seldom found elsewhere than in small high schools, where it is sometimes felt that the range of offering cannot be made wider than the sixteen units require-

ed for graduation. In the larger schools however a great variety of subjects are given from which the pupil will choose his curriculum. The courses of study are carefully arranged along the lines of certain definite aims or objectives. Each course of study requires the pupil to take certain required subjects or "constants while he may choose from a list of "electives" the courses best fitted for his purpose." There is no fixed number of curricula in these schools; generally a great variety are exhibited. In a study of 702 high school curricula a classification of 26 kinds of curricula was made. They were, in order of their frequency: Commercial 142; College preparatory 73; General 72; Scientific 66; Industrial or manual arts; 63; house hold arts (or homemaking) 55; Classical 40; Normal Preparatory 25; Academic 23; Technical (preparatory) 23; Normal 21; Agricultural 16; Latin 13; English 12; Modern language 9; Latin-Scientific 8; Music 7; History or Social Science 6; Fine Arts 6; Foreign Language 6; Nursing-Preparatory 4; "Regular" 2; French 2; and Spanish 1.

In the Senior High School program of studies the languages and mathematics still occupy the leading place, notwithstanding all that is said about the so-called "vocationalizing" of the high school. English occupies first place and next to them in order come algebra, latin, geometry, civics, general science, ancient history, French, mediaeval and

modern history, American history, Spanish, physics, biology, chemistry. Other subjects of a vocational nature, in the order of their popularity, are: home economics, manual training, drawing, music, bookkeeping, shorthand, typewriting, agriculture, economics, hygiene and sanitation.

b. In Scotland

The Supplementary courses of the Scotch Elementary Schools are divided into two schedules or courses designed for pupils who will remain in school for two and three years respectively. For pupils who will remain for three years in the advanced division, the courses of instruction are in the following: English, history, geography, mathematics and science, drawing, one or more of the following (a) Practical subjects, e.g., technical drawing, bench work, mechanics, navigation, seamanship, gardening, agriculture, dairying; needlework design, dressmaking, cookery, laundry work; house wifery. (b) commercial subjects; and (c) a foreign language. For pupils who are likely to remain less than three but not less than two years in the advanced division graduated courses of instruction include the following: English, History and geography, mathematics and science, and one or more of the following: (a) Drawing, (b) practical subjects, e.g., technical drawing; bench work; navigation; gardening; needlework; dressmaking; cookery and laundry work, (c) commercial subjects and (d) a foreign language.

The curriculum of the Scotch Secondary School as laid down in the departmental regulations provides an extension "over at least five years, and shall make provision for the study of English and History. During the earlier years it shall also, as a rule, make provision for the inclusion of the following subjects, viz., geography, mathematics, a language other than English, science and drawing. During the latter years such variations of the course may be proposed as will permit the concentration on appropriate combinations of subjects. As a rule no curriculum will be regarded as satisfactory unless, after due notice given, it is found to provide opportunities for study, under competent teachers, of each of the following subjects at the choice of the pupil: Latin, Greek, French and German." The character of the curriculum for the upper two years of the secondary course is determined by the local educational authorities with the consent of the Department of Education. Several courses may be offered as indicated above, and to a certain extent specialization on definite lines--classical, scientific, modern languages, commercial, may be permitted, always provided that English, one foreign language, and either mathematics or science are included in each group and have been carried to what is known as the higher standard.

c. In Denmark

During the last two years of the Danish Primary School

the program includes Religion, Danish language and literature, writing, arithmetic and farm accounting, special farm problems geography, history, biology and agriculture, song, drawing, gymnastics for boys and handwork for girls.

The course of study for the Mellemskole includes religion, Danish, English, German, history, geography, biology, natural science, arithmetic and mathematics, writing, drawing, gymnastics and singing.

The course of study for the extra year or Realklasse includes: Danish, commercial arithmetic, two foreign languages, history and science, and six hours optional courses.

The Gymnasium of Denmark offers three distinct courses of instruction; the classical, the modern language and the mathematical-scientific. The courses of study like those of the German Secondary Schools, or the divisions in the French lycee are practically the same for all courses with the exception that Greek is studied only in the classical course and biology and natural science only in the mathematical-scientific course. The differentiation in the courses is the result of a change in emphasis. The subjects of study are: Religion, Danish, History, Greek, Latin, English, German, French, Archaeology, Geography, Biology, Natural science, Mathematics and Gymnastics, Singing or Physical Labor.

d. In Switzerland

The program of studies of the upper division of a Swiss

Primary School--covering the ages from twelve to fifteen--includes: Religion, geography, history, natural science, language, arithmetic, writing, drawing, singing, and physical training.

The curriculum of a Sekundarschule may be illustrated by the program of studies of the commerical schools established under the Swiss Mercantile Union in nearly all the principal cities and towns, which includes: Modern languages, including German, English, French, Italian, Spanish, Portuguese, Dutch, Russian and Arabic; Science of commerce including accounting and auditing, the organization and conduct in commerce and industry, commercial bookkeeping, practical business management, salesmanship, correspondence in various languages; chemistry; physics, technology and commercial geography, commercial arithmetic, political economy and the history of economics and commercial law.

The program of another school of this class but with a different type of instruction--the Agricultural School at Zurich--covers: German, Mathematics, Field measurement and levelling, drawing, physics, physical geography, chemistry, botany, zoology, animal husbandry, hygiene of domestic animals, Bee culture, plant cultivation, vegetable cultivation, fruit and vineyard cultivation, forestry, reclamation, general economics, farm administration, co-operative associations, bookkeeping, law and civics, machinery and tools,

singing and physical exercise.

The courses of study in a Swiss Progymnasium are: Religion, German, French, arithmetic, history, geography, drawing, writing and physical exercise.

The program in a Realschule includes: Religion, German, French, English, German, mathematics, geography, history, natural history and drawing.

The program of a literary department of a city gymnasium includes: Latin, Greek, French, English, German, Mathematics, Geography, History, Natural history, and Drawing.

e. In Germany

The program of studies in the upper section of the Volksschule covers the following subjects: Religion, German language (which includes reading, writing, spelling, grammar, composition and literature) arithmetic and geometry, drawing, realistic studies (which include geography, history, elements of natural history and natural science) singing, and gymnastics for boys and female handwork for girls.

The program of studies in the Mittelschule includes religion, German, history, geography, arithmetic with bookkeeping in the last year, nature study, writing, drawing, singing, handwork (gardening and domestic subjects) physical training and one foreign language (French or English) begun at the age of ten or eleven. A second language may be offered to pupils of ability with the approval of the local authorities.

When this is permitted the language is studied during the last three years of the course. Handwork is compulsory for boys and girls--gardening for both, housekeeping for girls. Maximum hours are assigned for languages, mathematics, nature study, and drawing; the remaining subjects may be organized to suit local needs or be given a commercial or industrial bias.

The curriculum of the German Higher Schools includes: Religion, German, Philosophy, Latin, Greek, French, English, history, geography, mathematics, science, singing and drawing. By the reorganization of the German Higher Schools in 1924 these subjects are common to all schools except that French is not included in the curriculum of the Gymnasium or Humanistisches-Gymnasium as it is now called, nor Greek in the Realgymnasium or Europaestisches-Gymnasium, nor Latin, and Greek in the Mathematisch-Naturwiss-Gymnasium, nor French, and Greek in the Deutsche Oberschule. The differentiation in these schools and their curricula is accomplished thru the relative importance attached to the subjects of study.

At the age of ten the German girl enters the Lyzeum proper, where, in addition to a course which does not differ from the course given in an American school of corresponding years, she begins the study of French. At the age of twelve English is added and the time devoted to Natural Science is increased; the remainder of the curriculum includes: religion, German, history and art history, geography arithmetic and

mathematics, drawing, singing, gymnastics and needlework (optional) with the major amount of the time given to languages. Those who enter the Gymnasium Course of the Studienanstalt add Latin at thirteen and Greek at fourteen. In the Studienanstalt the courses leading to the University were subjected to the same general change in emphasis as the boys schools by the reform of 1924.

f. In France

The three year courses of the Higher Primary school of France provide a common curriculum for all pupils in the first year and then differentiate into general, commercial, industrial, agricultural or household arts courses. The subjects of instruction common to all pupils in all the courses are: Morals, civics, French language and literature; modern foreign languages, national history and outlines of general history, geography of France and the colonies, and a general outline of geography; practical arithmetic, algebra and geometry; outlines of chemistry physics and natural sciences; hygiene; writing; gymnastics and military training (for boys). The special interests cover: Outlines of political economy and everyday law; theory and practice of subjects relating to industry, commerce and agriculture such as mechanics technology, industrial chemistry, industrial electricity, agriculture, agricultural chemistry, wares, transportation and customs; stenography and typewriting, accounting and bookkeeping, geometrical and artistic design and modeling; workshop

and laboratory practice, agriculture and horticulture for boys; and care of infants, household management, cooking, gardening, care of linen and dressmaking for girls.

The curricula or programmes of the French Lycee or College for boys make a serious and generally successful attempt to satisfy the competing claims of modern life. The influence of the Real School or Academy and the classical or Latin Grammar School may be seen in the "letters" and "science" sides of the French secondary school program of studies. In order to provide flexibility the secondary course is divided into two cycles--one of four years, the other of three years. In the first cycle, boys can choose between two sections. In one they are taught, besides subjects common to both, Latin as a compulsory subject, beginning in the first year of the course, i.e., in the sixth form, and Greek as an optional subject, beginning in the third year, i.e., in the fourth form. In the other section which stresses modern language and sciences there is no Latin or Greek, but fuller teaching is devoted to French, Science, drawing, etc. The subjects common to both courses are: French, ethics, modern languages, history and geography arithmetic and mathematics and natural science. In both sections the curricula are so arranged that after passing thru the first cycle a boy has acquired an intellectual training that can be made to suffice by itself and that forms a whole. At the end of this cycle a diploma of lower grade

secondary study can be granted in consideration of marks gained during the four year course.

At the close of the four years of the first cycle pupils who desire to continue in the secondary school have the further choice of four courses--Classical; Latin-Modern-Languages; Latin-Science; and Science-Modern-Languages--pursued for two years and followed by one year of specialization in the class of Philosophy or of Mathematics. The sections of this cycle are called A, B, C, and D in the order named. The curricula are substantially the same except that Greek is only taught in the Classical Section and practical science work is only taught in the Latin Sciences and Sciences-Modern-Languages Courses. In other respects the difference is one of emphasis. In the second form, that is in the first year of the second cycle, the program of studies includes French, Latin, Greek, Modern history, ancient history, geography, modern languages, mathematics, physics and chemistry, practical science work, drawing and geology.

In the first six years of the course, from Sixieme to Premiere about two-thirds of the time schedule (13 to 15 hours according to the class) are common to the two sections; they follow the same courses of study and as often as possible are taught together in the same classes and by the same teachers in those subjects which are common to all. Beyond this the students of section A have Latin for six hours a week in

Sixieme and Cinquieme, five hours in Quatrieme, and four each in Troisieme, Seconde, and Premiere, begin Greek in Quatrieme and may drop this language and take up foreign literature and civilization in Seconde. The students in section B have additional work in French, devote themselves to practical work in history, geography, a modern foreign language and natural sciences, begin the study of a second modern language in Quatrieme and foreign literature and civilization in Seconde.

The curriculum of the Philosophy Form of the last year includes: philosophy, history, geography, mathematics, physics and chemistry, and natural science. Latin, Modern languages and drawing are optional. The Mathematics Curriculum includes philosophy, modern languages, history and geography, mathematics physics and chemistry, natural sciences, and practical science work. Drawing only is optional.

Outside of class hours gymnastics and military drill are taught; fencing is very extensively practiced; riding classes are often organized and sometimes shooting is taught.

The preparatory division of the Girls' Secondary Schools of France (Lycees and Colleges) includes two and a half week hours of modern languages. Otherwise the preparatory course is elementary in character.

Since the decree of March 25, 1924 the normal length of the course of girls in Lycees and Colleges has been raised

to six years. The programs and time schedules were made analogous to, but not identical with those of the boys' school. Under the old system the Secondary instruction in the girls' schools was five years in length and did not provide a means for preparation for the University. Girls were not barred entrance to the University but they had to gain admission thru the same portals, namely the Baccalaureate. The classical courses necessary to gain this certificate had to be studied outside the girls schools, under private tutors or otherwise. Under the new system the curriculum of the girls school includes the classical subjects, and courses which prepare specifically for the University are offered. Girls proceed along two definite lines--one the classical course and the other the Home economics course. In other respects the subjects are the same as formerly. In the last year, the girls instead of specializing in philosophy and mathematics specialize in the Classics or Home Economics.

g. In England

The course of study for an English Elementary school for the age of twelve to fourteen includes: Scripture, composition, reading, recitation, writing, dictation and spelling, literature and English, history and geography, science or object drawing, manual work, handwork, drill, singing, drawing, and arithmetic.

The curriculum of an English Higher Elementary School

includes: Scripture, Mathematics, French, Science, Drawing, Bookkeeping, Literature, Geography, History, Shorthand, Composition, Grammar, Recitation, Reading, Dictation, Music, and Physical Exercises.

It is impossible to give the general curriculum of the Central Schools of England because the standard varies from school to school. The ordinary school subjects--scriptures, English, history, geography, mathematics, singing and physical exercises are always included. The curricula of Central Schools have a commercial or industrial bias, or both, depending upon the character of the district in which they are situated. In the Commercial course the branches studied include in addition to the above, a foreign language, (generally French), science, including laboratory work, drawing, handicraft for boys, housecraft for girls, shorthand, bookkeeping and typewriting. The content of the subjects is modified to suit the probable vocations of the pupils, and the practical side of the studies, especially in mathematics, drawing, and the foreign language is emphasized. The Industrial Course is less well defined and much experimentation is taking place. The curricula vary. In general it may be said that the practical work in science, drawing, clay-modelling, woodwork and metal work form the basis for boys, and science, domestic economy, drawing and needlework for girls. The modern language usually finds no place. The history, geography, and

other general subjects are the same as in the commercial courses but are usually approached from a different angle. The history and organization of industries and the influence of inventions, for example, invariably form part of the history course.

The Board of Education requires that a secondary school to be recognized for purposes of the state grant "must offer to its pupils a progressive course of general education..... of a kind and amount suitable for pupils of an age range as wide as from twelve to seventeen." The curriculum of such schools must provide instruction in the English language and literature, at least one foreign language other than English (if two languages are provided, Latin must ordinarily be one of them) geography, history, mathematics, science and drawing, with organized games, physical exercises, manual instruction and singing. Girls schools must provide for practical instruction in needlework, cookery, laundry work, house-keeping and household hygiene.

Owing to the great variability in practice among secondary schools, it is impossible to give a curriculum typical of the secondary schools as a whole. There is no uniformity in the curricula of the schools of England as there is in France and Germany. A curriculum which may be taken as fairly typical of the higher secondary school preparing for the University includes: Divinity, English, Latin, Greek, French,

German, History, Geography, Mathematics, Science, Nature Study, Writing, Drawing, and Manual Training. Civics and Hygiene will also be included under certain conditions. In the last three years classical boys will give two-thirds of their time to classical subjects and one third to modern history; modern boys the reverse. No school will be recognized by the Board unless it makes adequate provision for organized games, physical exercises, manual instruction and singing.

School Statistics and Population

a. In the United States

The United States Bureau of Education in 1925 had on record the names of 19,442 public high schools, and 2,124 private secondary schools. The latest official figures, published in 1926, but really covering 1924, show a total enrollment in public high schools and other secondary institutions of 3,741,087. These figures were for the four years of the conventional high school only and did not cover the seventh and eighth grades of the junior high school. This fact should be remembered in studying the comparative numbers of schools and school populations. In the United States secondary education covers but four years, in Scotland it covers five, in Denmark seven, in Germany nine, in Switzerland eight and one half, in France seven or more, and in England an undefinable number. But it should also be remembered that in countries other than the United States there may be many pupils of secondary school age who are being educated in primary or intermediate schools. It is impossible to get reliable statistics covering the number of pupils of secondary school age in the schools.

b. In Scotland

In Scotland in 1923-24 there were 148 schools of secondary character with a total enrollment of 50,832 pupils.

c. In Denmark

In 1912 the total number of secondary schools--commercial, private and state--was 218, of which 146 were co-educational while 32 were exclusively for boys and 40 for girls. There were 48 gymnasia of which eight offered all three courses, classical, modern language, and the mathematical-scientific, 29 offered two courses and 11 only one.

d. In Switzerland

In 1924-25 there were 94 lower secondary schools in Switzerland attended by 13,208 students (8,542 boys and 4,666 girls), and 90 full secondary schools attended by 21,199 students (15,464 boys and 5,735 girls). Besides these there were 415 schools of intermediate grade (i.e., intermediate or between the first four grades of the Primary School and the University--all Swiss Secondary Schools are called Middle Schools--either Lower or Higher). These 415 schools had an enrollment of 19,171 students. Of the 90 full secondary schools, i.e., Mittel und Berufsschulen (higher middle and technical schools) 20 were pregymnasiums, 64 gymnasiums with literary sections and 55 with scientific sections, 12 with technical sections, 26 with commercial sections, 18 pedagogical sections and 27 schools for the general cultural education of girls.

e. In Germany

In 1921-22 for the whole of Germany there were 515 Gym-

nasien and Progymnasien with an enrollment of 152,267 pupils; 322 Realgymnasien and Real progymnasien with 115,616 pupils; 505 Oberrealschulen and Realschulen with 184,007 pupils and 823 secondary schools for girls with 299,190 pupils. The number of pupils in secondary schools in 1921 according to statistics issued for the whole country was 795,525.

In Prussia in 1924 there were 316 Gymnasien, 15 Progymnasien, 252 Realgymnasien, 134 Oberschulen, 189 Realschulen, 4 Deutsche Oberschulen for boys, 6 Aufbauschulen for boys, 6 State Institutions of secondary grade, 16 Agricultural Schools, 73 Aufbauschulen established on the basis of the old Normal Schools, 294 Lyzeen, 70 Oberlyzeen, 53 Frauenschulen, 65 Studienanstalten, 6 Deutsche Oberschulen for girls, and 6 Aufbauschulen for girls.

f. In France

In France in 1924 the total number of complementary courses was 1,316 (688 for boys and 624 for girls and 4 mixed) with a total of 1,891 classes. The Higher Primary Schools numbered 288 for boys with 3-, 4-, or 5-, year courses, and 214 for girls with 3-, 4-, or 6-, year courses, and enrolled 85,185 pupils (39,193 boys and 45,992 girls).

Of the Secondary Schools there were 130 Lycees for boys with an enrollment of 77,702 students; 244 Colleges for boys with 40,550 students, 60 Lycees for girls with 33,250 students, 91 Colleges for girls with 14,837 students and 43 secondary

courses for girls with 4,658 students. Besides these there were 191 schools of a specialized character, mostly private in their support and control.

g. In England

In 1924 there were in England 133 Central Schools, 15 Elementary Schools with central departments and 29 Elementary Schools with central classes. On March 31, 1924 there were over 16,000 pupils in attendance at public elementary schools over the age of fifteen, of whom about one third were in London. It may be assumed that the majority of these older pupils were in Central Schools.

No statistics are available for secondary schools not inspected by the Board of Education. Those which are inspected are divided into two groups, (1) non-grant earning schools, and (2) grant earning schools. In the first group is included a number of schools for younger pupils (mainly from 9 to 13 years of age) described as preparatory schools. Of the 1,264 grant earning schools in 1922-23, 617 were council schools, 67 Roman Catholic Schools, 479 foundation and other schools and 101 Welsh intermediate schools. Besides these there were over 500 schools of specialized character including 83 day continuation schools.

The total number of pupils in secondary schools on March 31, 1921 was 336,836. In November, 1924 the number of pupils had increased to about 359,000, of whom 128,000 occupied free

places. On October 1, 1924 there were 359,144 enrolled in grant-aided schools, of whom well over one third did not pay any fees. A high water mark of 363,717 had been reached in 1922 when many schools were overcrowded, and in 1923 the figure was 358,351. Since that time it has remained practically stationary.

The Time Spent in School

a. In the United States

The normal amount of time which the students in the High Schools of the United States spend in study is twenty forty-five-minute periods a week. The day usually is divided into five periods one of which is devoted to study. School is held for five days per week and about forty weeks per year. A minimum of one hundred and eighty days per year is usually required. The school day usually starts at 9 A.M. and ends at 3 P.M. The school year of the United States may be reckoned as covering 40,500 minutes.

b. In Denmark

In Denmark in the country districts the school year "shall be at least 41 weeks" according to an Ordinance of 1904 which makes a minimum of 246 days, since the Danish school week is 6 days long. But this means only that school must run at least 246 days in the year. It does not mean that each child or class must be in school all this time. The study programs of the students are arranged to suit the convenience of boys and girls in a rural farming country. The plan is arranged so as to give the older children usually four whole days and two half days per week during winter and three half days during summer, while the order is reversed for the younger children. The students are arranged in groups

according to their programs, each group coming to school at a different time. The classes may begin at six in the morning and may last until six at night. In the elementary school the periods per week must not exceed thirty, each period being fifty minutes in length. In the secondary schools the burden is heavier. In the Mellemskole the course of study covers 36 hours per week in the first and second year, 35 in the third and 34 in the fourth. In the Boys Gymnasium the course of study covers thirty-six hours. For all Girls' Secondary Schools the recitation periods must not exceed thirty per week. Taking the school year in Denmark to cover 40 weeks of thirty fifty-minute periods we may say that it covers 60,000 minutes of school work.

c. In Switzerland

In Switzerland a study of the various Cantonal regulations reveals many interesting variations in the school year and the arrangement of programs. Canton Berne may be taken as illustrative of the manner of co-ordinating school and work in Switzerland. In that Canton the compulsory school period may be eight years of forty weeks or nine years of thirty-four weeks. The school year begins at April 1, and is divided into two periods; a summer division which requires 14 weeks of 20 hours each and a winter division requiring 21 weeks of 30 hours each. A class period is 40 minutes long. The teacher is employed for the whole year and the child makes his program to suit his conven-

ience. In the summer the boys come to school at seven in the morning and are dismissed at eleven for farm work. They return at two-fifteen in the afternoon and remain until four-forty. In the winter, school usually starts at eight o'clock in the morning. In the Gymnasium the hours are from 8 A.M. to 5 P.M., with two hours, from twelve to two, off. Taking the school year in Switzerland as including 14 weeks of 20 hours each plus 21 weeks of thirty hours each we may reckon the actual time put in study in school during the year as covering 36,400 minutes. This is not true of all the secondary schools however. In some of them the periods cover 36 hours for 40 or more weeks.

d. In Germany

As a result of an agreement between the ministries the school year in Germany begins everywhere at Easter. The number of days of vacation has been fixed at 85, including Sundays and holidays falling during the vacation, thus leaving 280 days or 40 weeks of school; instruction is given on six days a week or 240 days a year. In the lowest classes of the secondary school a pupil has 30 periods of instruction a week; in the other classes this number rises and may reach 36 and 38 periods, including elective subjects. Afternoon instruction is avoided so far as possible, so that 5 or 6 periods are given in the morning and the afternoons are devoted to physical exercises, games and sport. In the larger

cities instruction in summer usually begins at 8, in rural districts at 7; in winter school opens everywhere at eight. The length of a period is 45 or 50 minutes with an interval after each period which increases in length after every two periods. Thus taking the German year as including forty weeks of an average of thirty-four periods of forty-five minutes we find the German boy spending 61,200 minutes per year in class work.

e. In France

The school year in France extends from October 1, to July 31. During this time there are but 14 holidays. The year is divided into three terms but the breaks between the first and second and second and third are so short that the whole year really is but a term. New boys come in large numbers in October; they are placed in the first year and there they remain till the following October. There are no promotions during the year and no new boys come in in the course of it. The teaching hours vary between twenty-two and twenty-eight and a half per week. This does not account for all the work of a French secondary school however. In a French boarding school five hours per day are devoted to classes, five to study and three and quarter to eating, dressing and recreation. For those who do not live at the school the hours generally cover from eight in the morning until seven-thirty at night. Thus in France the school year may be

said to consist of 42 weeks of 28 hours class work of fifty minutes or 58,800 minutes to class work plus as many more devoted to study.

f. In England

In England every school in order to receive recognition for the earning of government grants must be in session 400 half-days per year. Each session must be two hours duration at least. As a matter of fact most schools are open 42 weeks (420 half-sessions) each week for 5 days, and each day for $5\frac{1}{2}$ hours. Thus normally each child attends the elementary school for 210 days for each of nine years. The regulations for the grant aided secondary schools are practically the same. In the great Public Schools there is a great deal of variability in practice. The school year is usually divided into three terms, broken at Christmas and Easter and a long vacation in mid-summer. Less time is spent in the English schools upon actual teaching than on the continent. More time is spent in games in England than in any other country.

The Size of Schools and Classes

a. In the United States

The average size of the American High School is 199 students but this figure gives no real idea of what these institutions are like. There are 614 high schools with 1,000 students and over, including 13 with more than 5,000 each, and one high school reports 8,410. At the other extreme are 5,110 schools with 50 students or less, so that the vast majority of these schools are small. The remaining figures are 2,618 schools of from 101 to 200 pupils; 1,728 from 201 to 500; and 717 with from 501 to 100 pupils.

The size of classes varies greatly in the cities of the United States although the educational authorities have accepted 30 pupils as the largest number that should be in a class.

In the year 1920 the United States Bureau of Education reported school conditions in 1,932 cities with populations over 2,500. This report shows the largest number of pupils per class to be "over sixty" and the smallest fourteen. The size of classes varies greatly within a single city and also within a single school. In Los Angeles the elementary school classes range from 15 to 54 pupils. In Revere, Massachusetts (1923) the size of classes range from 28 to 48.

b. In Scotland

In Scotland the average size of the secondary schools is

large--327. The average size of the classes under one teacher in the elementary school is 60. Efforts to reduce this figure are being made although the circumstances at present are not favorable to success.

c. In Switzerland

The average size of the Swiss Sekundarschule is 140 pupils. The average number of teachers for each is 6. Thus it may be said that each teacher has approximately 23 pupils under his or her charge. No figures for the average size of the classes can be obtained.

The average size of the Swiss Upper Middle School or Secondary School proper is 235. For each of these an average of 17 teachers is provided not including additional assistant teachers.

d. In Germany

In Germany the average size of the Gymnasium and Pro--gymnasien is 295; of the Realgymnasium and Realprogymnasium, 359; and of the Oberrealschule and Realschule 364, which is also the average size of the girls secondary schools.

In the country at large in 1921 over 26% of all classes were of more than 50 pupils, 7% more than 60 and 3% more than 70.

The average teachers per school in Germany are 20 for the Gymnasium and Realgymnasium and 18 for the Oberrealschule

and the Lyceum.

a. In France

In France the average size of the Higher Primary school is 136 for those for boys and 215 for those for girls. The average teachers per school is 23.

The average size of the Lycee for boys is 598 and for girls 554 pupils. The average size of the College for boys is 162, which is the same as for those for girls. The average size of the girls secondary courses is 108.

f. In England

The average size of the grant aided secondary schools in England in 1923 was 285. This does not give us an adequate idea of the size of the schools however. In the great Public schools there may be over 1000 enrolled as at Eaton or less than one hundred. The same disparity is evidenced in the other schools.

In 1923 there were well over 3000 classes with over 50 pupils, and about 70,000 with over 40, and the average number of pupils per teacher was about 35 on the registers and 31 in average attendance. Regulations have been issued forbidding classes over 60. New school building regulations require classrooms which will accommodate more than 50.

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